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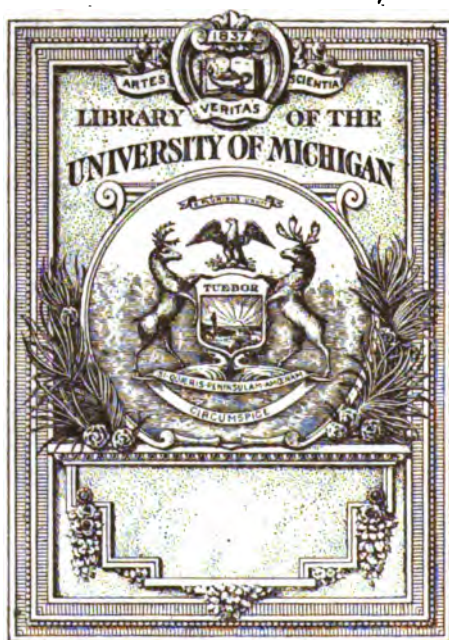
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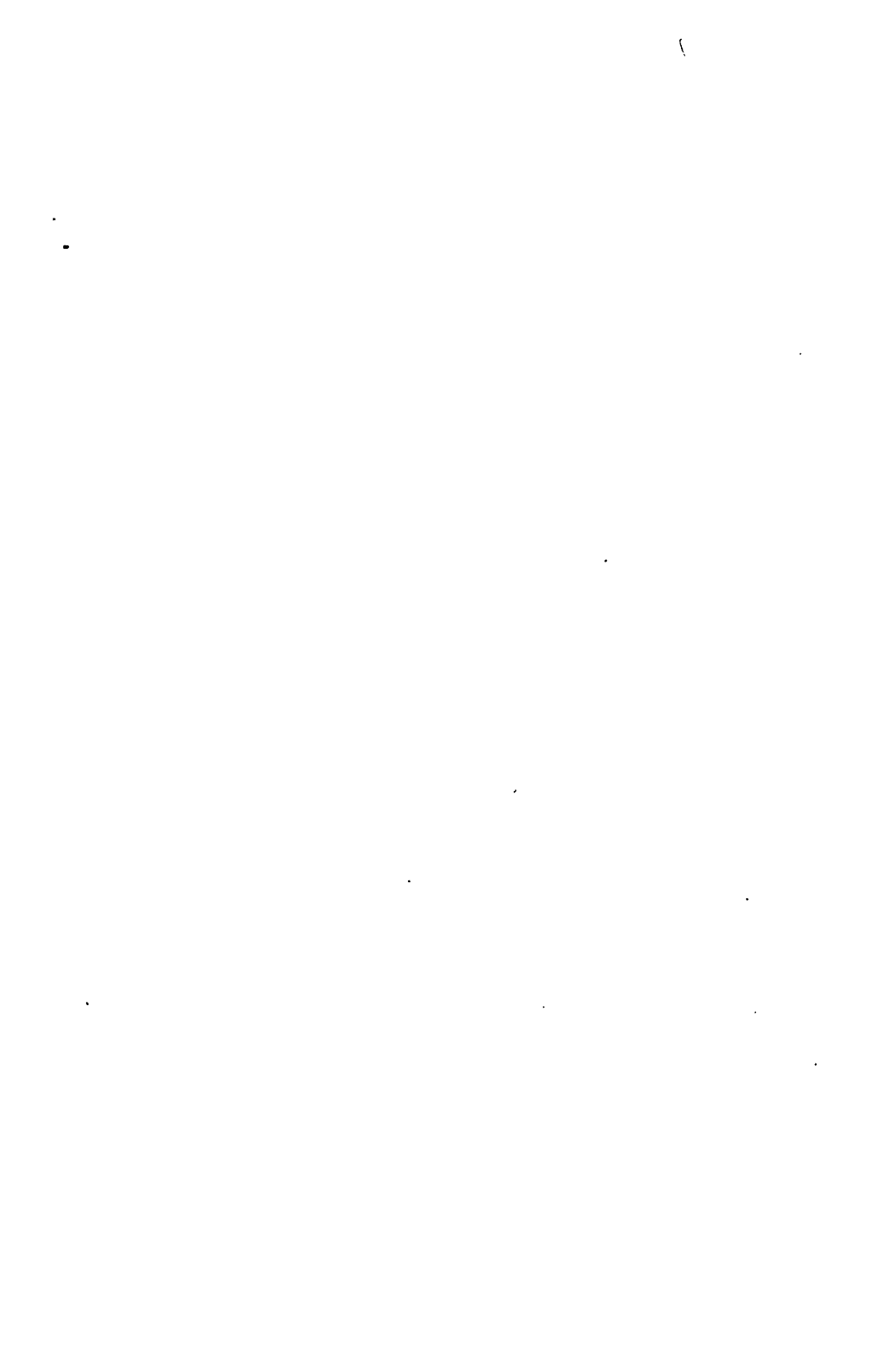
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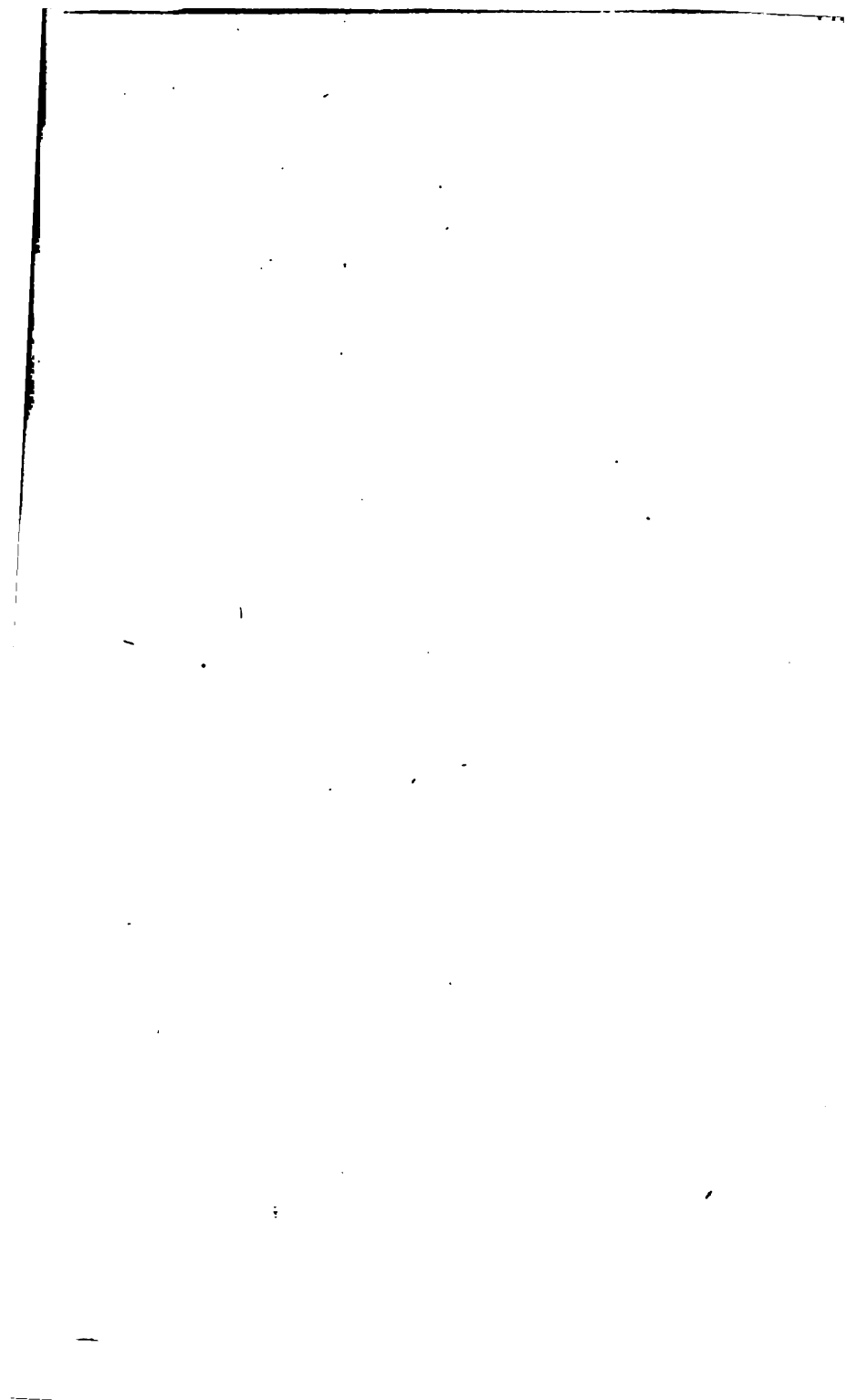
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1894



Year Book



Albion College.



1892=3.





YEAR BOOK

—OF—



Albion College

—FOR—

1892-93.

ALBION, MICHIGAN.

PUBLISHED BY ALBION COLLEGE.
1893.



PRESS OF V. J. TEFFT, ALBION, MICH.

PART I.

General Information and Discussions.

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HISTORY OF ALBION COLLEGE.

In the year 1833, certain prominent residents of the Territory of Michigan—Rev. Henry Colclazer, Rev. Elijah H. Pilcher, and Benjamin H. Packard, M. D.—conceived the project of establishing an institution of learning above the grade of the Common School to be under the control of the Methodist Episcopal Church. Resolutions were submitted by them to the Ohio Annual Conference within whose boundary this territory was included. The subject received favorable consideration and a committee was appointed to take steps for the founding of an academy. An act of incorporation was secured from the legislative branch of the Territorial government bearing date March 23, 1835, and the institution, under the name and title of Spring Arbor Seminary, was located at Spring Arbor, in Jackson County, on the site of an old Indian village.

For some time nothing further was done. The school was never opened at this place, and no buildings were erected. Under the discouraging conditions that prevailed many of its friends were ready to abandon the enterprise. In the meantime the village of Albion had sprung into existence, and some of its most prominent citizens made a proposition for the removal of the school to that place. This received the endorsement of the Michigan Annual Conference which had been formed by division of the Ohio Conference, and the Legislature of the State in 1839 amended the charter, giving it the corporate name of Wesleyan Seminary, making the proposed change of location, and reconstructing the Board of Trustees. From this point the history of the Institution may be put into three distinct periods.

FIRST PERIOD.

In the Autumn of 1839, Rev. Loring Grant, who had been a prominent minister in Western New York, was appointed agent and immediately took steps for the erection of a seminary building. The work was not easily accomplished. In the meantime a system of scholarships was adopted entitling the holder to four years tuition in the institution on payment of \$100. The funds thus raised were largely consumed in the erection of a building, so that when the school was opened and the salaries of instructors became due it was found difficult to meet these demands. Subsequently perpetual scholarships were sold at \$100.

The corner stone of the first building was laid in June, 1841, which was completed in time for the opening of the school in November, 1843. This was a plain structure, 50x100 feet and four stories high, made of brick and stuccoed to represent stone. Rev. Charles F. Stockwell, A. M., a graduate of Middletown University, was appointed Principal, who, with an earnest corps of teachers, entered upon the work of instruction. Students in large numbers flocked to the institution and a very healthful educational spirit was awakened in the church. The patronage was not confined to the Methodist church, but was general. During this period several young men prepared for College who subsequently reached places of distinction. A large number resorted to the school to get scholastic training in preparation for the ministry. In this first period the institution was very successful.

SECOND PERIOD.

In 1849 the Legislature amended the charter, creating a female college, giving the institution the corporate name of "Wesleyan Seminary and Female Collegiate Institute," authorizing the conferring of degrees on women. The

course of study was extended and made more regular, requiring work up to about the close of the Sophomore year in our best colleges for young men. The educational demands were somewhat greater than in the Female colleges in other States at that time. The appliances for instruction were considerably increased, especially in Chemistry and Physics. The institution worked under this charter eleven years, from 1850 to 1861. During this period the degree of M. A. S. was conferred on 117 young women. Many of these became quite prominent in public work, and some are to-day occupying distinguished positions.

A second building of about the same dimensions as the first was erected in 1852. This was burned to the ground in the Autumn of 1853, but was rebuilt the coming year though reduced somewhat in size. These two buildings were used principally as dormitory buildings with recitation and lecture rooms.

It is worthy of remark that Rev. Clark T. Hinman, D. D., a minister of inspiring eloquence and of great pulpit power, who was Principal of the institution the last four years of the first period and the first three years of the second—from 1846 to 1853—was largely instrumental in founding Northwestern University at Evanston, Ill., and became its first President.

THIRD PERIOD.

In 1861 the charter was again amended, granting general college powers, and changing the corporate name to "Albion College." The courses of study were at this time greatly enlarged, with the purpose of making them equal to the standard in our best American institutions. The first class, consisting of three persons, graduated in 1864. The institution retained its mixed character, supplying educational advantages to both sexes. During the first or purely

seminary period, there was no distinction. During the second period, in which the charter of a Female College was in force, while in the Collegiate Institute only young women were enrolled, yet both sexes received instruction in the Seminary. Since 1861 instruction without distinction of sex has been given in all departments.

The special struggle through which most institutions of learning pass is the effort to procure funds to meet current expenses. Colleges which do not depend directly on the State or which do not exist through private beneficence are greatly crippled in their work unless endowed. In recent years education is so nearly free that but a small revenue can be gained from students' fees. This is specially true in Michigan and some other Western States.

The sale of scholarships to support this institution was abandoned. The amount that could be raised under the most favorable circumstances was very inadequate to meet demands and when ultimately it became necessary to grant instruction free, scholarships became useless. An endowment must be secured or the school must be closed.

After much consultation a plan was devised and set in operation by which the people of Albion and vicinity were to raise \$25,000 and the Methodist public in the balance of the State \$75,000, thus providing \$100,000 in all. The greater part of this was realized.

In 1870, at a Methodist State Convention held at Albion, David Preston, of Detroit, submitted the proposition that if 50 persons would give in the aggregate \$50,000 within two years, he would within the space of one year thereafter raise \$60,000 more from the people. The offer was joyfully accepted. Mr. Preston with great earnestness and at a good deal of personal sacrifice addressed himself to the work, and the whole amount of \$110,000 was subscribed before September 15th, 1873. The entire sum was paid in with the exception of a subscription of \$10,000 of the first

\$50,000, the subscriber meeting with pecuniary embarrassment which rendered the fulfillment of his pledge impossible. This subscription has never been canceled.

In 1883, another movement to increase the endowment fund was made, and about \$30,000 of productive funds was secured, and about \$100,000 in lands and other property, which for the time being is unproductive. These last gifts were largely from Mr. Ezra Bostwick of Union City. He first deeded to the College a farm of 640 acres lying about a mile west of Union City. There is no income from this farm at present, and no expense to the institution in taxes, repair of buildings or keeping up improvements. The other gift of Mr. Bostwick consisted of a mill, village property, farms, etc., on which a certain amount of interest is paid.

Rev. John Morrison Reid, D. D., of New York City, in 1887, gave to the College lands in Chicago and on the shore of Lake Michigan, just north of the city, valued at that time at \$30,000, to endow the chair of Greek. This property at the present time is valued at \$50,000. It is as yet unproductive.

The Alumni of the College a short time ago entered on the work of endowing a Professorship, and something over \$20,000 have up to the present time been pledged. It is hoped that \$35,000 will be secured. Under the terms of the subscriptions the endowment must be completed by July 1st, 1895.

In September, 1889, Hon. Henry M. Loud, of Oscoda, Michigan, made a gift of \$30,000 to endow the chair of History. This is available.

Mr. Ezra Bostwick gave to the College, in 1891, more real estate which he regarded worth \$50,000, on which a small amount is paid as annuity.

There are other subscriptions amounting to about \$75,000 which will mature, a portion of it in 1894, the balance

in 1895. This will be devoted—the greater part of it—to the further endowment of Professorships, some of it to the endowment of the Library. There are some subscriptions amounting to about \$10,000, which are made to furnish a War Memorial Museum. The value of the endowments as a whole, productive and unproductive, is about \$400,000.

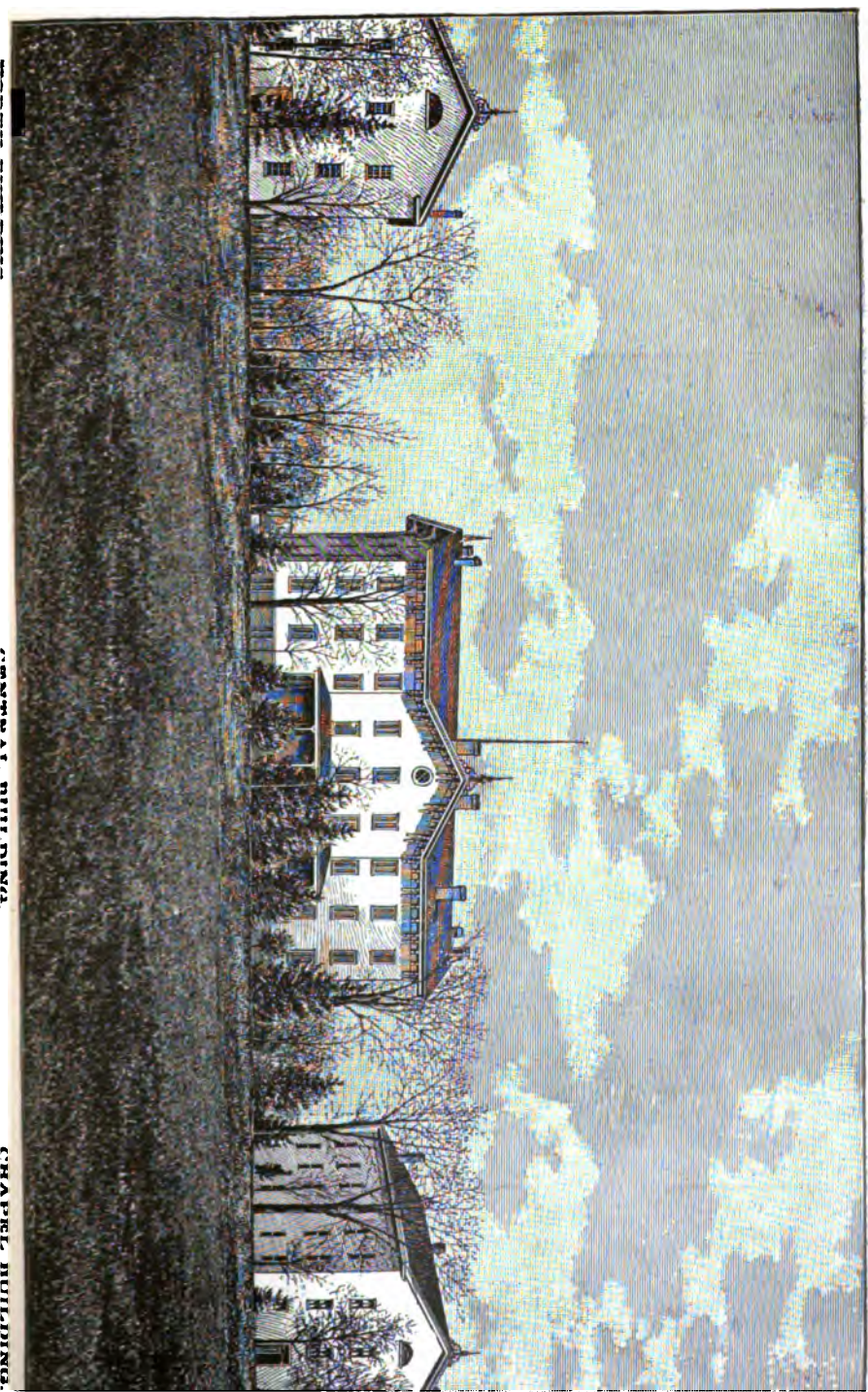
Only the interest from the endowment fund of the College can be used or controlled by the Board of Trustees. The principal is held by an endowment fund committee possessing corporate powers, and created by act of the legislature in 1865. The income from the fund held as principal is paid over to the trustees once in three months to provide for current expenses.

COLLEGE BUILDINGS.

The accompanying plate represents the first three buildings erected. The Central Building was the first constructed at the opening of the institution, but has somewhat recently been remodeled, changed in its outward appearance and devoted to new purposes. It was constructed for dormitory accommodations, but now, aside from class and lecture rooms, it contains the museum and chemical and biological laboratories. The chemical department will change quarters at the opening of the next college year, the coming September, and in this building better and larger accommodations will be provided for the biological work.

The North Building was erected in 1854, during the second period. This was originally intended for Ladies' Dormitories, but is now wholly used for instructional purposes, except one of the stories which is fitted up for two college literary societies.

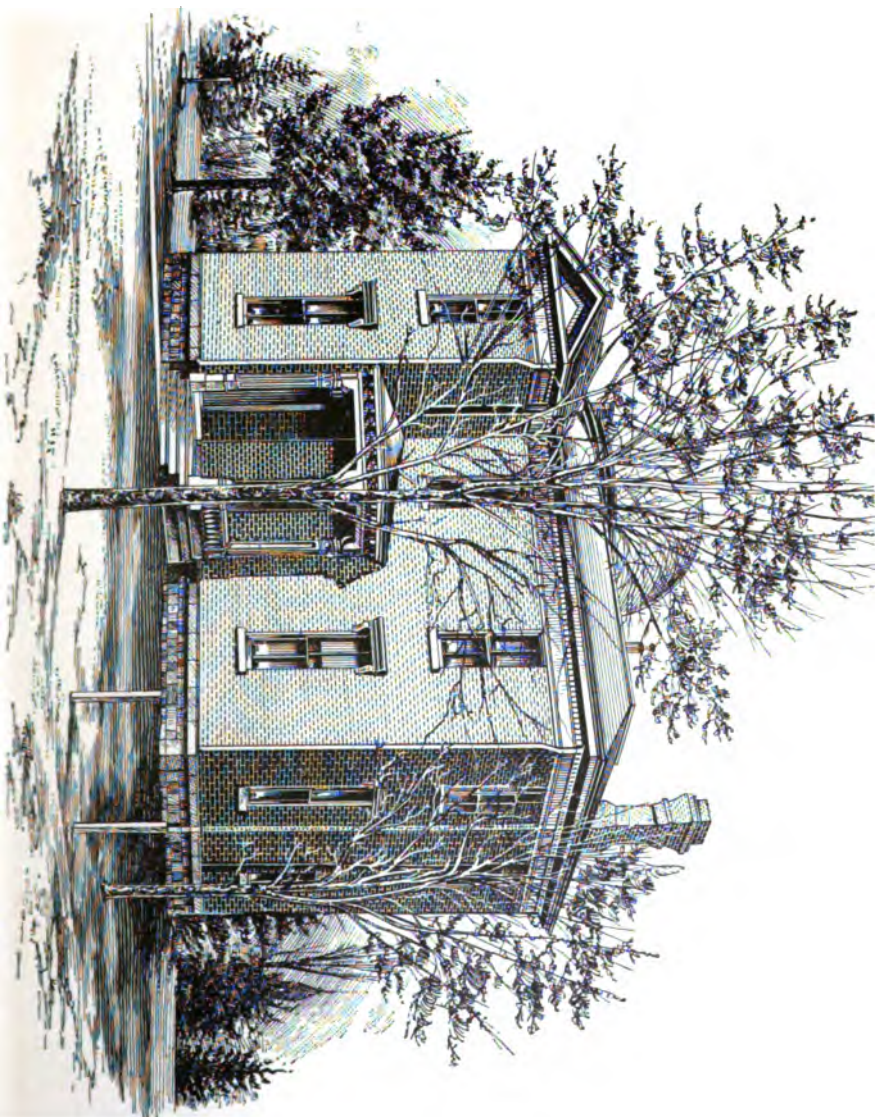
The South Building was completed in 1870. This embraces the chapel, comprising the two upper stories, a capacious room with a commodious gallery. The lower



CHURCH AT RIVER FALLS

CHURCH BUILDING

100



ASTRONOMICAL OBSERVATORY.

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story is devoted at present to the Library, President's Room and Business Office. The Library is soon to be removed to larger quarters.

ASTRONOMICAL OBSERVATORY.

In 1883 the institution erected and equipped an Astronomical Observatory. It is not a pretentious building; it is made of brick and located on the campus so as to be convenient for general educational work of the Department. It is thoroughly equipped. The instruments are of the best class, the chief among them being as follows:

1. A Transit Circle by Fauth & Co., of four inches aperture, reading by two micrometer microscopes to single seconds. It is provided with micrometer in right ascension and declination.
2. A Sidereal Clock by Fauth & Co.
3. A Chronograph of latest style, by Fauth & Co., with Saegmueller's maintaining power.
4. The Equatorial, constructed and mounted by Alvan Clark & Sons, of eight inches clear aperture, and provided with circles, driving clock, filar micrometer and a full outfit of eyepieces, both Huyghenian and Ramsden.

The above instruments are all in electrical connection that all observations may be recorded by the Chronograph.

The Meteorological Instruments include a Standard Barometer, Maximum and Minimum Thermometers and Psychrometer by J. & H. J. Green, Rain and Snow Gauges, etc.

PRESIDENT'S HOUSE.

The institution at an early day purchased for the use of the President a residence on the street bounding the campus on the north, and contiguous to the college buildings. The site was sold to the President of the College and in 1883-4 a new president's house was erected. This was designed for college purposes, the architect taking this

into account both in the size and arrangement of the building. The Trustees parted with the property as the most feasible method of securing needed college improvements.

GYMNASIUM.

A Gymnasium Building was completed in the Autumn of 1892. This has on the west a frontage of 52 feet, a depth of 94 feet, while on the east end of the building there is an extension, making the width 70 feet. This is a building consisting principally of brick and stone, with three entrances, one for young men, one for young women, and another as a special entrance. It contains a general room for instruction and drill, a running track, offices, a ball court, lavatories, bath rooms, dressing rooms, lockers, etc.

McMILLAN LABORATORY.

At the annual meeting of the Trustees of the College in June, 1892, a letter was read from Hon. James McMillan of Detroit, Senator in Congress, tendering to the College \$20,000 for the erection of a Chemical Laboratory. In order to provide a building that would most completely meet our wants the Professor of Chemistry visited many of the principal Laboratories of the East. It was found that the building as planned could not be erected with \$20,000. Mr. McMillan generously and cordially raised the amount of his contribution to \$24,800 to cover the contract price. The building is now in the process of erection, and is to be completed by September 15th, ready for occupancy at the opening of the next college year. Above the basement story it is built of brick, with stone trimmings. It is 52x87 feet, and four stories in height, and of the colonial style as affording the largest accommodation for the money expended. The internal arrangements of the building will be exhibited in another part of the Year Book in connection with the text on the appliances of the Chemical Department.



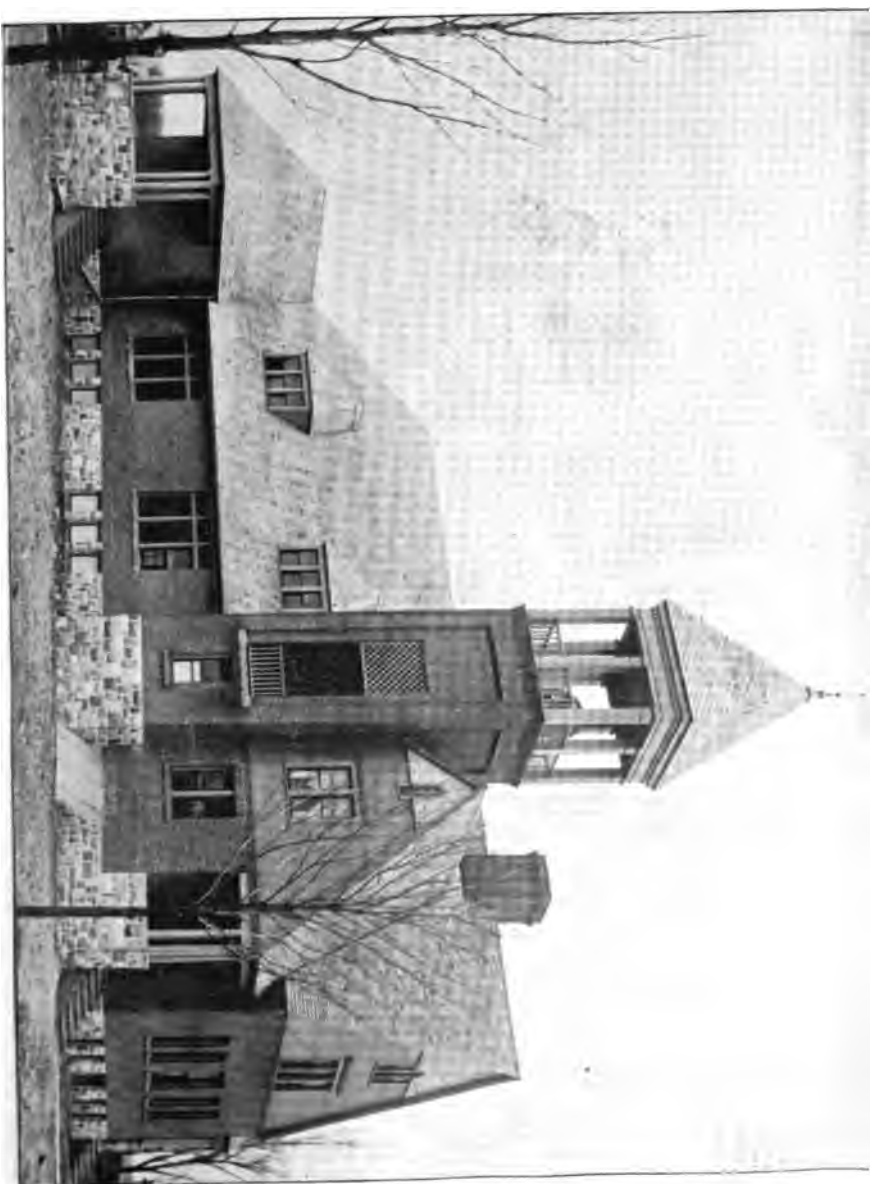
PRESIDENT'S RESIDENCE.

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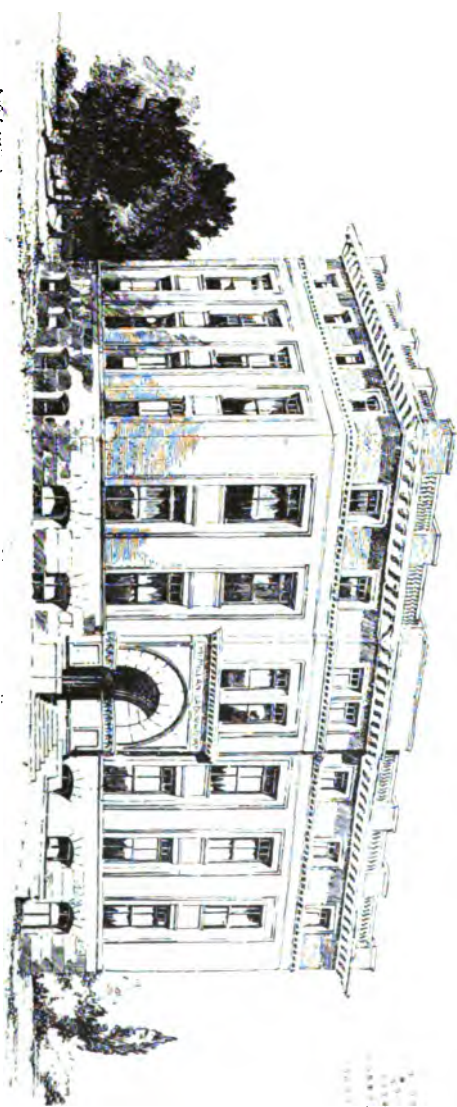
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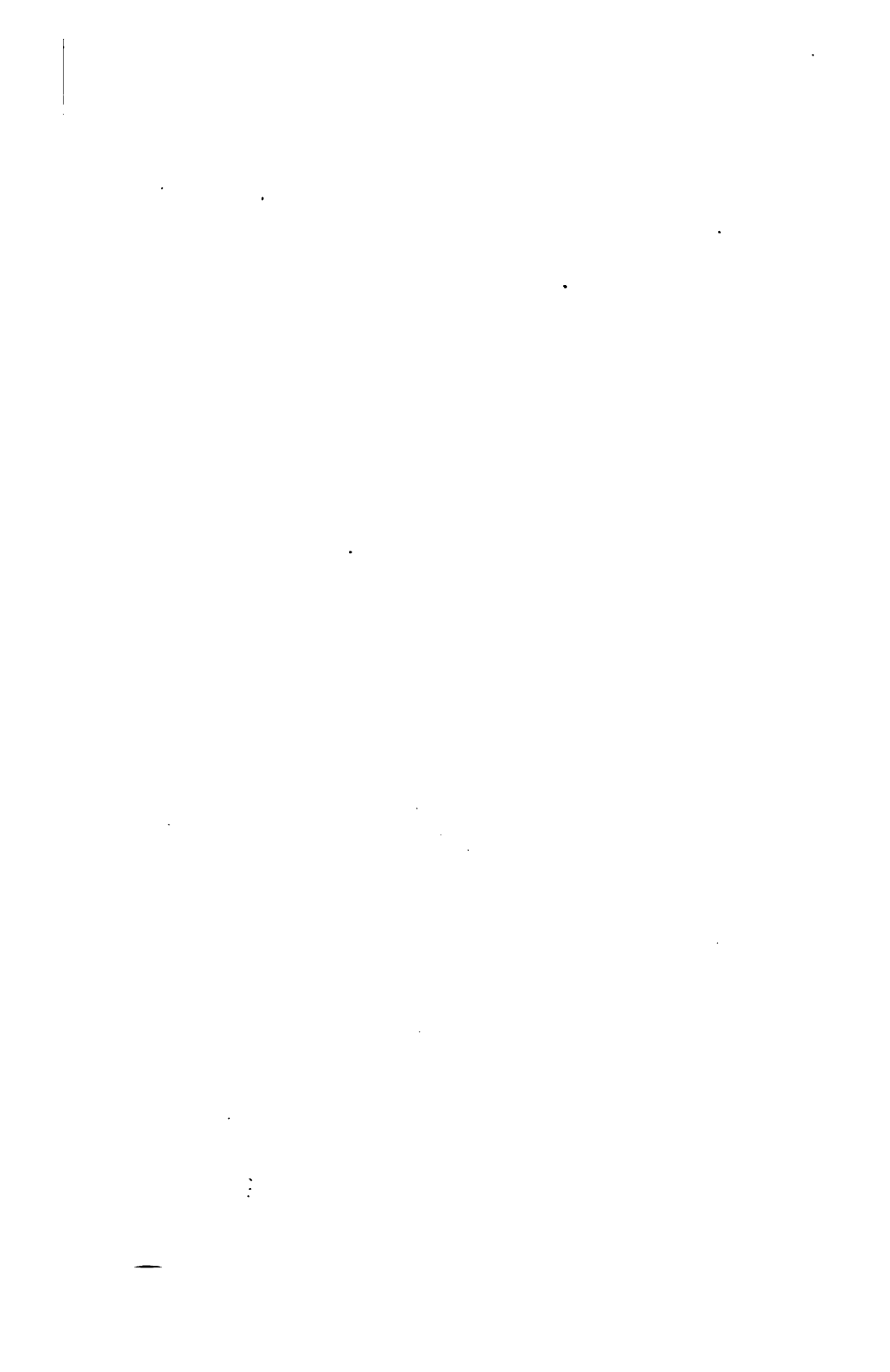


GYMNASIUM.

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McMILLAN LABORATORY.



LIBRARY BUILDING.

Hon. Aaron T. Bliss, of Saginaw, has most generously offered to erect for the College a Library Building to cost \$50,000. We had hoped to be able to present a cut of this building here, but it was found impossible to complete the plans in time for the Year Book. It is by no means an easy thing to prepare designs that will fully meet the needs of the college of to-day. The problems are quite unlike those which confront the projectors of a general library building, and as yet very few colleges have such structures as are called for by the advancing movements and methods which characterize our best schools of learning.

Col. Bliss wisely attached certain conditions to his gift. One was that an endowment fund for the library of \$30,000 should be raised. Another condition was that \$10,000 should be secured for a War Memorial Museum to be placed in this building. These conditions are being rapidly met. The cut of the building we must defer till the Year Book of 1893-4.

RADICAL REORGANIZATION OF ORDER AND METHODS OF WORK.

Early in the year 1882, the Faculty took up, as special subject for consideration, the character and order of work in the college. The institution had up to that period pursued the time-honored method of the older colleges in this country and England. The study of the languages began with the Latin and Greek, the modern languages coming later. In history the student commenced with the most ancient times and worked gradually up to the present. The study of the development of the sciences preceded the enunciation of the true theory of the sciences as finally determined. It was the starting with that which had been

initial historically in the development of civilization, in the order of work, carrying somewhat darkly the mind of the pupil along the same track which the race had pursued in coming up to the present status of scholarship. It did not utilize the knowledge which to-day is the product of the past in order to study the past, but it plunged the pupil at once into the far-off ages of antiquity that he might work his way home again.

Many learned men, especially on the other side of the ocean, had come to the conclusion that this method was unphilosophical, but none of our colleges had ventured to break with the customs which were gray with age. Particularly was it true that a good many philologists had reached the conclusion that there were reasons for the study of modern languages aside from their relations to ancient tongues; that of themselves these languages possessed merit, and should be pursued because of their intrinsic worth.

The reasons for a radical change in methods seemed to be so weighty that Albion College resolved to try the experiment, and at that time inaugurated "The New Movement," as it has been commonly called. As the institution had a preparatory school in connection with the College of Liberal Arts, the principle could easily be employed. The changes made were substantially the following:

The study of the modern was put prior to the study of the ancient languages. This order was adopted for the following, among other reasons: (1) No system of college work is carried forward to the best advantage which does not bring to the student, to a large extent, resources of learning found in several of the European languages of to-day. During the first years of his college course, not less than the last years, the student needs to be able to read readily the French and German languages. (2) In many respects the modern spoken languages can be more easily learned

than the ancient unspoken languages. In its structure the English more nearly resembles the other modern languages than it does the ancient languages. Instead of making the violent leap from English to Latin, some of the living European languages are first studied, by means of which the student fits himself, to a considerable extent, to grapple the difficulties he must encounter.

The Latin and the Greek are preeminently inflectional. In pursuing these branches the student must for a long time occupy himself with that which to him seems almost wholly arbitrary. The lack of interest in his work, which is quite sure to appear dulls his powers of perception. The result is, his progress is less rapid than it ought to be, and the prospect of his becoming a profound scholar is greatly impaired. Such a state of intellectual life, produced just as young people enter upon preparation for college, in many cases, causes them to abandon the plans formed to reach a high plane of scholarship long before any large acquisitions have been made.

By taking up a modern language first, the student finds himself quite at home. His previous study of English has prepared him to master this new tongue. He is also living in the world of to-day. He is inspired by the fact that this is a spoken language; that it puts him in communication with his neighbors. He hears the heartbeats of the present day, and is aroused by the discussion of themes of living interest. And having gained the mastery of one or two living languages he finds himself half way back, in the scholarship acquired, to the Latin and Greek. Latin and Greek are more easily learned after the student has gained a comparatively good knowledge of French and German. And before commencing the study of these ancient tongues, it is held that a person needs to be accustomed to the study of languages in which there are fewer difficulties to overcome.

In this reconstruction of the courses of study the pupil takes up modern history before the ancient. The plan is for him to survey, first, the condition of the world historically as it is to-day. Having determined the status, the character, the civilizations of the nations of the earth at the present time—knowing what the past has produced—the student is set at work to find the causes of these historical results. He is now able intelligently to work towards a perceived end. The problem is a definite one.

The reasoning which brought the Faculty to establish this order in that portion of the curriculum given to history led to the adoption of the same order in scientific studies.

In the reorganization of the curriculum another principle was consulted and emphasized, that the reasons of things could not be determined until a knowledge of the things themselves had been gained. In other words, knowledge is at first largely empirical. Intellectual operations in early life are predominantly perceptive, gradually becoming more and more reflective. In the broadening and deepening of scholarship, there is increasingly the employment of the understanding and reason. In early life the pupil must, to gain the largest results, employ principally the faculty of perception; his line of work should call this energy of the intellect specially into use. But still further, in the nature of the case, chronologically the empirical must precede the rational. It is the *what* and then the *why*. We must know the *what* before we can explain it. It is wholly irrational in the process of gaining knowledge to begin with abstractions. Abstractions are meaningless only as they are preceded by the concrete reality. There can be no such thing as the discovery of the laws of nature without a previous familiarity with nature. Principles are determined by the study and comparison of objects which illustrate the principles. In looking for the philosophy of things the problem to be solved

must be perceived before the solution can be given. And the student will have a better understanding of the principle if familiar with the conditions and mode of determinations. Therefore, it is held that in the order of work the pupil in college should traverse more or less fully the ground travelled over by the discoverer. The methods should be inductive rather than deductive. Thus the pupil proceeds from the simple to the complex, from the near to the remote, from the concrete to the abstract. His life is not that of a pupil so much as that of a student. He reaches out for truth, aided, as may be found necessary, by the professor. He is more than a learner; he is an investigator. In this way he becomes a real, independent thinker, taking as little on authority as the nature of the study will admit. In this new movement an effort has been made to utilize, more generally than was usual, the philosophical principle here enunciated. The method employed in the teaching of science has been made distinctly inductive.

The claims urged by the supporters of the movement are: (1) that this method is natural, the old method unnatural; (2) that better scholarship will be gained; (3) that a more living interest will be felt in the college; (4) that the scholarship acquired will be fullest in harmony with the progressive civilization of the present day.

It is now eleven years since the college entered on this experiment. This has been a period of marked prosperity. The attendance of students has increased yearly since the order was adopted, and much more rapidly than before; the spirit of scholarship has become much more marked, and the college has gained in standing and influence among the people, but it is difficult to say to what extent other factors may have entered into the problem. It has not been possible for us to adhere to the underlying principle in every detail because of our relation to other educational agencies in this and other States. To adjust

our work to the High Schools we do not place French as early in the curriculum as first contemplated. The faculty are unanimous in the conviction that the movement is philosophical, and we believe that in time it will be thus recognized by all the colleges of the country.

OTHER CHANGES.

It is proper here to state that since the foregoing movement was inaugurated two other important changes have been made: First, a wide range of electives has been provided. These electives cover nearly the whole of the Junior and Senior years. Some studies in the Sophomore year have also been made elective. This liberal movement has not broken down the distinctions in lines of work pursued for the degrees. The degrees A. B., Ph. B., B. S., and B. L. are given in courses which are distinguished by marked and characteristic differences.

The other important feature referred to is the introduction of a scheme of research work, carried forward in the several departments as the student may choose. A portion of this work is prosecuted through a Science Association organized in the college. All of this has proven to be of great value to those who have entered upon it. It is principally confined to the Junior and Senior classes.

SOME GENERAL HISTORIC STATEMENTS.

Upon the removal of the institution to Albion in 1839, the amended charter put the government in the hands of twelve persons named in the charter, and provided that their successors in office be elected by the Michigan annual conference of the church. In 1856 the conference was divided into two conferences, the Michigan and the Detroit, and the charter was so changed as to empower each of the conferences to appoint six trustees. The charter was still further amended in 1882 so as to authorize the Society of Alumni to elect three of its number members of the Board

of Trustees, thus enlarging the Board to fifteen. But the president of the college is ex-officio a trustee, so that the Board is constituted of sixteen persons.

In order to secure thorough inspection of the work done the State appoints annually a Board of Visitors and Examiners, which board makes a report to the Superintendent of Public Instruction. The college is also required to make two reports annually to the Superintendent, which constitutes a part of his annual volume.

The Detroit and Michigan Conferences and the Society of Alumni severally appoint each year a Board of Visitors.

In the interim of the meetings of the Board of Trustees a certain measure of power is vested in an Executive Committee consisting of the officers of the board, who are also constituted an Auditing Committee.

ATTENDANCE.

The attendance has rapidly increased for the last dozen years. The number of students enrolled in 1881-2 was 199, in 1882-3 it was 262, in 1883-4 it was 344, in 1884-5 it was 325, in 1885-6 it was 365, in 1886-7 it was 413, in 1887-8 it was 451, in 1888-9 it was 460, in 1889-90 it was 496, in 1890-1 it was 529, in 1891-2 it was 610.

LIST OF PRESIDENTS.

The institution as Seminary, Female College, and College of Liberal Arts has had eight Principals and Presidents as follows: Rev. Charles F. Stockwell, A. M.; Rev. Clark T. Hinman, D. D.; Hon. Ira Mayhew, LL. D.; Rev. Thomas H. Sinex, D. D., during whose incumbency the school became a College of Liberal Arts; Rev. George B. Jocelyn, D. D.; Rev. J. L. G. McKeown, D. D.; Rev. William B. Silber, Ph. D.; Rev. Lewis Ransom Fiske, D. D., LL. D., who is at the present time President of the College.

RELIGIOUS CHARACTER OF THE SCHOOL.

Although under the auspices of a church, this is not a theological school as some suppose. It is a College of Liberal Arts established in the interest of general education. There are a few elective Biblical studies but no chair of theology. There are no theological tests and no religious exactions, beyond regular attendance at chapel exercises during school days and attendance on church on the Sabbath, giving the students their choice of place of worship. The students come from families which represent the different protestant churches, some indeed from Catholic families. The college was not founded in antagonism to State schools, but to do a work for the church which, in the judgment of the originators, the State could not do, that is, to give the church more efficiency than it would otherwise possess, and also to meet an obligation to aid in the general culture of the public without reference to denominational ends.

The census has shown that usually more than two-thirds of the students are church members, nearly all religious bodies, as mentioned above, being represented here.

The atmosphere is therefore moral, the product of religious convictions. In connection with the college, there is a Y. M. C. A. and a Y. W. C. A., and an Epworth League composed jointly of the students and the young people of the city of Albion.

APPLIANCES.

The appliances with which the institution is now provided, consisting of apparatus for use in different departments, libraries, museums, etc., will be described under proper headings in the catalogue portion of the Year Book.

THE SCIENCE ASSOCIATION.

An important feature of the work of Albion College is the Science Association, to which reference is made in another part of the Year Book. An understanding of the scope of its work can best be gained, however, from concrete examples. The Association is divided into various sections, each of which pursues investigations in a special department.

Among the subjects which have been treated during the college year of 1892-3, in the Language and Literature Section, have been the following:

Oct. 11th, Athens—Prof. F. S. Goodrich.

Oct. 18th, Germany—Prof. F. Lutz.

Nov. 1st, Alfred Tennyson—Mrs. Delos Fall.

Idylls of the King—Miss Maud Bristol.

Nov. 15th, Malayan Folk-Lore—R. C. Ford.

Nov. 22d, King Lear—Miss Winifred Mills.

Nov. 29th, A Comparison of the Life and Occupations of an Athenian Citizen in the Time of Plato and Pericles with those of a Roman Citizen in the Time of Cicero—Miss Adelaide Siddall.

In Memoriam—W. H. Simmons.

Dec. 6th, The Development of English Drama—E. C. Allen.

The Battle of Marathon—C. S. Jacobs.

Dec. 13th, German Costumes in the 15th Century—Miss Maud Bristol.

Herodotus as Traveller and Story Teller—W. H. Simmons.

Dec. 20th, The Authenticity of the Fourth Gospel, Commonly Called St. John—O. D. Ellett.

Jan. 10th, German Society of the 18th Century—Miss F. E. Elder.

- Jan. 17th, A Review of Euripides' Alcestis—Miss Julia Herrick.
- Jan. 24th, Christian Art in the First Six Centuries—O. D. Ellett.
- Jan. 31st, Roman Drama—Prof. R. S. Avann.
- Feb. 21st, Edgar Allan Poe—C. E. Allen.
- Feb. 28th, Agency of the Fiends in Marlowe's Dr. Faustus—D. A. Hughes.
- The Gospel of Peter—Prof. F. S. Goodrich.
- Mar. 7th, Cicero on the Immortality of the Soul—Miss F. E. Elder.
- Mar. 14th, Goethe's Faust—R. C. Ford.
- The Attic Theatre—A. R. Johns.
- Mar. 21st, The Poetry of Ralph Waldo Emerson—E. C. Allen.
- Apr. 11th, The Athenian Acropolis—Miss F. A. Riddick.
- Apr. 18th, The Eleusinian Mysteries—Miss Adelaide Siddall.
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The line of the Natural and Physical Science Section during the first two terms of this year has been largely given to the study of the Glacial Epoch. At a meeting early in the year this course was decided upon and work at once begun. For several weeks the time was fully occupied in a diligent searching for material, in the accumulation of a bibliography, and preliminary reports upon the nature and value of references cited which were appropriately classified *in cursu*. Following upon this, came a period of miscellaneous papers that had been previously prepared and then the final reports upon the principal subject. As an indication of the extent of the work it may be mentioned that the bibliography embraces over three hundred references to sources of information found in the college library.

Each member contributes weekly an "item of interest," in a short review of some article in a current periodical, of

a new book, or an account of some special work in progress in the laboratories. Free discussion, on the spot, of all points, serves to correlate these heterogeneous materials, showing them in their true relations to scientific problems involved.

The papers presented during the year have been as follows:

On the Glacial Epoch:—

The Astronomical Theory of the Ice Age—Forrest R. Moulton.

The Physical Causes of the Ice Age, First Paper—Robert Horton.

The Physical Causes of the Ice Age, Second Paper—Newell Cook.

• Glaciers and the Nature of Glacial Motion—Miss Myrtie D. Moors.

The Drift—James C. Graves.

Characteristic Glacial Topography—John E. Mealley.

Glacial Distribution, Past and Present—Miss Amanda J. Hamilton.

The Melting of the Ice Sheet—Roy N. Miller.

The Southern Lake Region and the Glacial Epoch—Miss Martha Allen.

Man and the Glacial Epoch—A. Raymond Johns.

Life During the Glacial Epoch—Wilber D. Engle.

Miscellaneous Papers:—

Life and Death—Prof. Delos Fall.

The Marine Biological Laboratory at Woods Holl, Mass.—Prof. Chas. E. Barr.

The Cinchona Alkaloids—Wilber D. Engle.

Cremation—Miss Marian L. Hathaway.

The Malvaceæ at Home and in the East—R. Clyde Ford.

Cholera and Its Treatment—Lewis O. Atherton.

The Political and Social Science Section has changed and, it is believed, improved its plans and methods from

time to time during the past two years. Its present actual working procedure is as follows: The members, averaging for the three terms of 1892-3 eighteen in number, come together weekly around a council board in President Fiske's room, adjoining the Library. These sessions are held on Wednesday evenings, beginning at half-past six o'clock and lasting two hours. Each meeting is made up of three sub-sessions, the first of thirty minutes duration, the second and third of forty-five minutes each.

The first half-hour is devoted to the dissemination of "news". Two five minute reports on "Domestic and Foreign News of the Week", by members appointed at the beginning of the term for that purpose, are followed by ten minutes of free discussion, succeeded by two five minute reports on timely and leading articles in the current periodicals. This half hour of news-gathering is followed by a three-quarter hour period given entirely to the submission and discussion of a single paper or report based on exhaustive research. The topics thus far investigated or in process of investigation during the present year are as follows:

FOR THE FALL TERM.

The Catholic Church in the U. S.—E. C. Allen.

Party Platforms of '92—W. B. Buck.

Current European Affairs—S. Burnham.

Ethics in Political Economy—H. C. Colvin.

Negro Question in U. S.—E. C. Dunning.

The Miner Law—D. M. Goodyear.

The New Parliament and the Irish Question—D. H. Hughes.

Divorce Problems in the U. S.—G. R. Kirk.

Civil Service Reform in the U. S.—J. J. Marshall.

The Political Machine—R. G. McDonald.

Canadian Government and Current Politics in Canada—G. P. McCallum.

Reciprocity—C. McPherson.

Comparative Municipal Governments (Chicago and Berlin)

—C. M. Mulholland.

Immigration—W. J. Pooley.

Wool Tariff—G. W. Salisbury.

Suffrage—M. E. G. Urch.

Organized Efforts for Social Reform and Relief in Chicago

—R. A. Wightman.

Nicaragua Canal—R. B. Way.

Current European Affairs—D. B. Waldo.

FOR THE WINTER TERM.

Modern Religious Tendencies—E. C. Allen.

Comparative Study of U. S. Postal Administrations—W.

B. Buck.

Problems of Our Common Schools—S. Burnham.

The Jews—E. C. Dunning.

Colonial History of Massachusetts—O. D. Ellett.

Was the Mexican War Justifiable?—J. B. Field.

Alaska; the Present and Probable Future—D. M. Goodyear.

Critical Study of the Character of Columbus—G. R. Kirk.

The Inter-State Commerce Law—A. A. Maywood.

Recent Economic Changes—J. J. Marshall.

England in Egypt since 1878—G. P. McCallum.

History of the Behring Sea Difficulty—R. G. McDonald.

Development of Italy since 1859—C. McPherson.

U. S. in 1800; Material, Social and Religious Conditions

—W. J. Pooley.

The Single Tax—G. W. Salisbury.

Road Improvements—M. E. G. Urch.

The Present Status of Mexico—R. B. Way.

A Phase of the Charities Question—R. A. Wightman.

FOR THE SPRING TERM.

Conservatism in American Politics—Abraham Lincoln, a

Type—E. C. Allen.

The Single Tax—F. E. Dodds.
 Should Utah be admitted into the Union?—E. C. Dunning.
 Capital Punishment—J. B. Field.
 Paupers and Pauperism—G. R. Kirk.
 The Taxation of Mortgages—J. J. Marshall.
 The Government of Switzerland—G. P. McCallum.
 The People's Party Movement—Chas. McPherson.
 Trusts—R. E. Meader.
 Socialism and Anarchy—C. H. Perrin.
 The Government of Mexico—W. H. Phelps.
 The Tammany Organization—S. Schultz.
 Alaska—C. S. Valentine.
 The Hawaiian Question—J. F. Walker.
 The Public School System of Germany—R. B. Way.

The final sub-session of forty-five minutes is given to a formal yet lively discussion of some debatable question, introduced in a ten minute speech by a member appointed in each case three weeks in advance. He is followed by eight members in discussions of from three to five minutes each, every person being free to speak on either side of the question. The first speaker posts references to material in the library bearing on the subject one week previous to the meeting. The program is varied from time to time by lectures and debates.

THE IDEAL COLLEGE.

The college problem—what a college ought to be, what it must be, to render the greatest service in its sphere of labor—is at the present day receiving special attention. There is a general conviction that while the higher schools of learning have in the past done very valuable work, the

time has come for some important modifications. Conditions leading up to the college have greatly changed within a few years, and many new demands are made in this educational field. It is apparent that the constituency of the college is rapidly enlarging. In earlier days the patronage came almost wholly from those who were preparing for the professions. The great public was only slightly interested, or were interested only indirectly through their interest in these professions. We ought to have learned ministers of the Gospel. Benefits will accrue to us from scholarly lawyers and physicians. Colleges touched the public almost wholly through these classes. Now all the great industries of the race are deriving aid from scientific discoveries, from the discussions of the schools, from the attention given problems which deal with the forces of nature, or which bear on the efficiency and strength of our manhood, whatever vocation we may follow. The college is coming to be, not the feeder of the professions, but the school of the people, and as such its life must undergo a change.

1. The ideal college must furnish conditions for mental culture and supply the means for needed information. The former, that is culture, was almost the entire aim of the college of the past. Now for this nothing can be a substitute. It should be an aim, direct, prominent and not in any way subordinate. The student should gain scholarly habits, a disposition to study, so that his intellectual life naturally enters upon the work of gaining knowledge and solving problems of truth. The power of attention should become more energetic, there should be both the ability and spirit of close application. The eyes of the mind should also be opened to see and to understand the realities of nature. To be a careful observer—an acute, discriminating observer—is a prerequisite to scholarship in the mighty domain of truth within which

we live. Still further, to leave college halls without having achieved power to reason closely and cogently, is to fail in one of the great purposes of college life. Sharp vision, deep thinking and the spirit of absorbing interest in that which engages the mind, these stand for power, and are nearly synonymous with greatness. With less than this the success is only partial. But there is something more involved in this problem. Two things surely are involved. One of these is the gaining of intelligence. The whole four years should be spent in adding to the stock of knowledge. The college graduate should be learned as well as trained. His knowledge should be broad and deep, so that truthfully he may be said to be a scholar. The other fact we had in mind was this, that power can largely be gained only through a process of learning. To become intellectually most mighty requires such employment of the mental powers as results in the deepest insight into truth. To search out truth and to grasp it is the mode of intellectual development. He who most successfully tracks truth to its secret chambers and most fully masters it is most rapidly gaining in power. Hence to ignore scholarship with the purpose of making power more strictly the aim of college study is unphilosophical, it is an attempt to divide an indivisible unit.

2. The ideal college will bring the student into closest contact with those forms of truth which will best equip him to do his part in the world into which he will graduate on commencement day. There is a practical side to education which may not be treated lightly. It is self-evident that the education which fits the student most largely and fully for the life after graduation is most valuable. College education therefore should work towards the advancing civilization of the age, should embrace its most important elements, should lift the student up to it, should strengthen and promote the civilization, rather

than be prosecuted independently of it. College methods and work should be planned with this distinct object, to furnish the mind with the knowledge it most needs, and the power to use it most effectively. When a student graduates from college the world which he then enters should not be a stranger to him; he should be gaining an acquaintance with it during the entire period of his school days. Especially should this be true as to the deeper, more rational forces of life, including the industrial, political and religious. The problems which confront the political economist, the statesman, the religionist, the reformer, should not be new to him. In the old education all of this was ignored; there is a new education which brings these things to the front. The ideal college seeking to engender and build up power, to give to the intellectual faculties the largest measure of energy, will and must provide him with the equipments best suited to the warfare which he is to wage. An arm of unequalled strength will be nearly powerless without weapons to wield. It is a gratifying fact that in the spirit of college reconstruction now so general in this country there is a disposition to regard the needs of the public in shaping the life of the student.

3. The ideal college deals with the whole man, not breaking up the unity embraced in the word manhood, nor allowing any part of it to be marred. In the trinity of our mental life we find the meaning of the word human. The intellect, the sensibilities and the will are interdependent. In the inaction of either, or the perversion of either, there is derangement, symmetry is gone and the divine purpose thwarted. No one claims that the college is or should be a church. It is not incompatible with the aims or movements of the church, and it may be employed by the church to do a part of its work. It may be an agency of the church, but it is not of itself churchly. Yet if the church is a divine institution given to supply

vital wants of the race, the college should not weaken the church, rather it should cooperate with the church in making society most perfect. Cooperation does not exist when either ignores the other and proclaims its independence, but it does exist when each recognizes the other as an ally and moves in harmony with it. Underneath science, and the support of all rational philosophy, as well as underneath the church, is God. To fear to recognize God in college halls is intellectual cowardice, it is taking the foundation out from under scholarship. College work should be prosecuted with a distinct recognition of the relations we sustain in this world of being, and with a purpose to preserve the harmony of our nature. Studiedly to ignore everything but the intellectual in college work, and relentlessly to hold the view to that which is secular, traversing only a section of the field of truth, mars symmetry and makes education one-sided. In the ideal college there will be no fear of touching religious problems or disposition to turn aside from them. The mode is intellectual, but the field is universal, embracing all the interests of the soul. The history contained in the Bible should be studied as well as, and not less than, other history. The work accomplished through the Bible, the place occupied by the forces made known to us in the Bible and wielded by this book are great historic realities, and no one can understand the movements of the last six thousand years who does not take these into the account. Were there withdrawn from history all that is included in the Bible and that has grown out of its contents, and the movements there revealed and energized, the world in every respect would be different from what it is to-day. More significant and far-reaching than the philosophic life of Greece and the military triumphs of Rome are the forces of Christianity, having its antecedence in Judaism, its energy in the personal Christ, and its product in all rational civilizations, and the trans-

formation of human character. All realms of history and all historic problems should engage the attention of the student.

But still further, results even approximately perfect cannot be secured without the turning of the gaze towards the ultimate foundations of truth, and the promotion of a spirit personally to recognize resulting responsibility. To say that the college is no place to study the problems of theism is a tenet both unphilosophical and pernicious. We admit that science deals with laws and forces as existing—the condition of existing realities—in its scope it does not, or may not, inquire into their source. But underneath all science is philosophy, and philosophy is limp and halting, more than this, it is not philosophy, unless it embraces that which is ultimate, finding the ground, the source, the energy of which the world of truth or being is the product. The ideal college must bring the student up to the problems of the Infinite First Cause. If this be not done scholarship has no anchorage and truth no roots. If this be not done the deepest work cannot be wrought out in the intellectual life, and true scholarship is clipt and wounded at its very source. In connection with this it is necessary to say, that no college can be ideal which does not have a religious trend in which there is a general recognition religiously of responsibilities growing out of the being of God, the creator of all things and our rightful ruler. In every way is the student benefited by the development within him of this spirit, and the existence of such an environment. Intellectually he is inspired, morally he is restrained, manhood is deepened and broadened, and most largely is he securing a preparation for a high destiny. While the ideal college is general—we are not speaking of theological schools—it promotes in the largest measure the rational action of forces which not only make scholars, but virtu-

ous, high minded scholars, manly men, whose life will be an uplifting power in any vocation or profession.

4. The ideal college provides in the fullest measure for the individual mental wants of the student. In this there is a very difficult problem to solve. Educational agencies must largely deal with the young, not separately, but in the mass. Yet to subject all to the same regime without regard to differences of talents, tastes, predilections or purpose of study is almost as irrational as to give the same medicine to the sick, whatever the character of the disease. Mental wants vary, and it is certain that mental aptitudes vary. While each student cannot be taken forward in his work done—classes must be formed and exist as units—yet individualism must not be lost in the mass. The teacher needs to get close to each student and give him in his personal life help and guidance. The worst possible condition is that in which large classes are formed and each student is reduced to the very smallest fraction in his treatment by the teacher. The more a capable, inspiring teacher enters into the life of each pupil the greater the benefit secured. The best condition, most favorable to progress, is that in which the teacher and student come into the closest mental contact. Then is the teacher much more than a teacher, he is a stimulus, a guide, he enables and inspires the pupil to do his best. This is the end that should be sought to awaken the student to be in the highest sense a personal victor while pursuing his college course. This end will be sought and realized in the ideal college. There is a glamour in large numbers, but mass is a poor substitute for quality. The battles of a man when he gets out of college must be fought alone; he will not fight in battalions. He may be buttressed by the crowd in college halls, but on the outside he must, single handed, wield power to achieve success. This then is apparent, that no college can do the best for its pupils when it handles them

as great masses and never breaks up these aggregates for closer personal contact. Classes should never be allowed to reach large numbers without division into sections. Unless this be done the teacher can neither determine the progress of each pupil nor help him to do his best.

The ideal college will make provision for the carrying forward of some portion of the work by the student alone, or so nearly alone that his special mental life shall have the fullest scope. He must grow up for himself and out of the roots of his own native powers. This is partly provided for through a system of electives, but more fully in the opportunity afforded for research work. While this is personal, it is also independent, and enables the student to gain an experience which he greatly needs as he pushes out into life. Before graduation he should get out of the crowd and test his powers in the hand-to-hand contest which he must wage on the battlefield for which he is making preparation.

5. The ideal college will not only afford the largest measure of inspiration in study and appreciate the fact that noble manhood should be the aim of each student, but it must be the guardian of morals, it will seek to mould the life after a divine pattern. Not only will God be recognized as the beginning and the end in all truth, the starting point of philosophy and the explanation of the universe, but the name of Christ will not be banished from the lecture room. Man needs a concrete example of true manhood, not uprightness, but an upright being; not some intangible conception, but a full and complete life of goodness, of sinlessness, of nobility of being in which there is nothing base; humanity without a flaw. Shall the college professor freely point to Socrates as a great and worthy historic character, yet refuse to hold up Christ before his classes? Shall this brightest page of history be torn out of the volume as it is carried into the college class-room?

Shall history thus be mutilated, and that on which the two halves of earthly time hang; Christ, towards whom prophecy was pointing and for whom the world was getting ready in the past; Christ, whose praises the history of these nineteen centuries are singing and out of whose mission the progress of the world has grown—shall Christ be turned out of college halls, Christ the maker of all that is grand and worthy of perpetuation in history? The ideal college will help the student to chasten his life, and catch glimpses of that which is most perfect, that the years of study may issue in character most like the Son of Man. In the ideal college the trend of movement in the thoughts, in the spirit that predominates, and the forces which appeal to the will sets in strongly towards truth in its bearing on the moral life and the building up of the most perfect manhood.

THE AMERICAN SCHOOL AT ATHENS.

PROF. F. S. GOODRICH.

At the annual meeting of the Archæological Institute of America, held May 21st, 1881, a committee was appointed "to devise a plan for the creation at Athens of an American School of Classical Literature, Art and Antiquities." Soon after this appointment the committee met, and formed plans for the opening of such a school. Prof. W. W. Goodwin was elected the first annual director. He reached Athens in October, 1882, and opened the school at once. It is therefore in the eleventh year of its existence, and has attained a position which its most sanguine friends did not expect could be reached within so short a period.

Two nations had been quick to see the advantages likely to accrue from the establishment of a permanent school at Athens. France placed a school there over forty

years ago, and a German school has been carried on successfully for almost twenty years. The American school was the third, and was closely followed by the British school, which has a pleasant and well arranged building on ground adjoining the property of the American school.

Such a school was felt to be a necessity for the fostering and vivifying of the classical spirit among American students. Students in England, or on the Continent, not only have access to museums magnificently equipped, but also have, not infrequently, opportunities to visit Rome and Athens. Hitherto such trips for American students have been regarded as pieces of rare good fortune, to be obtained only by the favored few. For these, and other weighty reasons, there was urgent need of especial provision for the requirements of students desiring to study Greek in its own country.

The American school is supported—not by the government, as is the case with the German and French schools—but by the contributions of a number of American colleges, each of which at the inception of the enterprise agreed to give toward the expenses of the school \$250 per annum, for a period of ten years. The number of co-operating colleges has increased steadily, and now includes the following : Adelbert College of Western Reserve University, Amherst College, Brown University, Chicago University, College of the City of New York, College of New Jersey, Columbia College, Cornell University, Dartmouth College, Harvard University, Johns Hopkins University, Mt. Holyoke College, Trinity College, University of the City of New York, University of Michigan, University of Missouri, University of Pennsylvania, Vassar College, Wesleyan University, Wellesley College, University of Vermont, Williams College, Yale University.

The endowment fund of the school has now become about \$55,000. The Greek government has from the first

manifested much interest in the school. The ground on which the permanent school building is erected was the gift of the government, and had an estimated value of \$13,500. The King and Queen of the Hellenes have been frequent visitors at the school, and have extended many courtesies to its members.

The permanent home of the school was erected at a cost of about \$30,000. Its location is superb. It is about fifteen minutes' walk from the central portion of Athens. The steep sides of Mt. Lycabettus rise just north of the school. The windows of the library and reading room command a view of wonderful loveliness and interest. Mythological and historical associations clothe every spot with life, making the past seem no longer a dream, but a reality.

There is no other place in the world where the Greek student can find such peculiarly valuable sources of knowledge and information, and that, too, at first hand, as in Athens. In the first place, the libraries of the national schools are carefully selected and extensive. Students have access also to the library of the Athenian University. The museums afford better facilities for the study of Greek sculpture and antiquities than can be found anywhere else, rich as the Berlin, Paris, and London museums are. The American students are made heartily welcome at the various exercises of the other national schools, conducted often by scholars of the highest ability. It must be remembered, too, that the pick and shovel are every day unearthing something which throws light upon the life of the ancient Greeks. Nor does one need to rely on pick and shovel alone for these revelations. The people are conservative, and manners and customs (outside of Athens) have changed but little for centuries. Therefore the habits of the people throw a flood of light upon classic pages.

Nearly fifty students have been enrolled as members of the school, most of whom are teaching in responsible posi-

tions. The impulse that has thus been given to classical study in America can not be estimated.

The work done by students in the school includes the reading of Greek authors, especially those whose works illumine, or are illumined by, Athens itself and its monuments; studies in epigraphy, topography, geography, and history, with abundant opportunities for specialization; and participation in the work of carrying on excavations. The last-named department of work is of great importance. Under the direction of the American School excavations have been carried on successfully at Thoricus, Sicyon, Icaria, Platea, Eretria, Sparta, and other places. Some of the results have been of great value archæologically.

For the student of Ancient Greek a knowledge of Modern Greek is of the utmost value, and at Athens he sees it in the newspapers, and hears it on the streets, and comes very soon to realize that Greek is a living language. The language heard about the Areopagus to-day is marvelously like that used by St. Paul in his sermon to the Athenians. The cultivated Greeks of Athens have a language, says Prof. Goodwin, which "differs less from the Greek of Xenophon, as regards the forms of the words, than that differs from the Greek of Herodotus, and less than the English of to-day differs from the English of four or five centuries ago."

The school this year (1892-3) is under the charge of Professors Waldstein, Tarbell and Wheeler. Prof. Rufus B. Richardson, of Dartmouth College, has been appointed director for three years (1893-6). Prof. White, of Harvard, has been appointed annual director for 1893-4. The enrollment of students this year is the largest the school has ever known.

It may be of interest, in conclusion, to mention the

chief requirements for those desiring to become members of the school. Among the regulations of the school are the following:

The school year extends from the 1st of October to the 1st of June. Members are required to prosecute their studies during the whole of this time in Greek lands under the supervision of the Director. The studies of the remaining four months necessary to complete a full year (the shortest term for which a certificate is given) may be carried on in Greece or elsewhere as the student prefers.

Bachelors of Arts of co-operating Colleges, and all Bachelors of Arts who have studied at one of these Colleges as candidates for a higher degree, are admitted to membership in the school on presenting to the committee a certificate from the instructors in classics of the college at which they have last studied, stating that they are competent to pursue an independent course of study at Athens under the advice of the Director. All other persons who desire to become members of the School must make application to the Committee. Members of the School are subject to no charge for tuition. The Committee reserves the right to modify the conditions of membership.

When any member of the School has completed one or more full years of study, the results of which have been approved by the Director, he receives a certificate stating the work accomplished by him, signed by the Director of the School, the President of the Archæological Institute, and the Chairman and the Secretary of the Managing Committee.

American students resident or travelling in Greece who are not regular members of the School may, at the discretion of the Director, be enrolled as special students, and enjoy the privileges of the School.

1. The German Gymnasium. 2. The American College.

PROFESSOR FREDERICK LUTZ.

(SECOND PAPER.)

For First Paper see Year Book of 1891-2.

The secondary schools follow a plan of work (Lehrplan) issued by the minister of education, the spirit of which is followed, leaving much to the discretion of the individual schools. This plan is followed out as nearly as possible considering, however, as far as practicable, local needs. If a student is, for some plausible reason, compelled to leave one institution and he wishes to pursue his course in a similar institution at the other extremity of the empire, he must first satisfy both institutions on the reasons for his change, and if satisfactory, he will get a certificate from the authorities of the last school, giving all necessary information, whereupon the wandering scholasticus must enter at once the corresponding class in the newly chosen institution. The courses of study being essentially the same in Germany, the gymnasiast, or the pupil of the secondary school, loses no time by the change. If the student should choose to wait some months before entering the new school, and if he should try to make a year by engaging private tutors, he would find it very difficult, as he would have to pass a severe examination-ordeal before entering the new institution. If a gymnasiast of the lower classes should leave the institution without informing the director, (the head of the institution) he will soon find that the director will report his absence to the proper authority and he will be looked up at once and asked to attend the public school. During the prescribed school age there is no voluntary attendance, but rigid compulsion, a blessing in disguise. The pupils of these schools attend school gener-

ally from 8 to 12 a. m., and from 2 to 4 p. m., with a half-holiday on Wednesday afternoon. There is usually a ten minutes' recess at ten o'clock a. m.

The work of the Gymnasia is required, only a very few studies being optional, such as Hebrew, English, Italian, Polish. Those who prepare for the ministry or for philology take up Hebrew in the lower secunda to go through four years. Those not taking it usually select English in the full-fledged Gymnasia. At the head of each class is a *Klassenlehrer* (Ordinarius) who is the responsible head of the class. He spends more hours with his class than the other teachers, he superintends its work. In each class there is kept a *Klassenbuch* (a class-diary) in which must be inscribed the daily lessons of the class to guard against overburdening on the part of some over-ambitious teacher. The whole institution is administered by the director (corresponding somewhat but more restrictedly to the American college-president.) He usually teaches Latin or Greek in the Prima, presides at the conferences (Faculty meetings), etc. It goes without saying that he must be a graduate of a University. Whoever is a candidate for the directorship of a secondary school must (unless he be excused) appear before the proper Provincial School Board and satisfy its expert members on his pedagogical experience (*colloquium pro rectoratu*).

The work of each class must be thoroughly done and no student can be promoted to the higher class who does not remove all conditions before the beginning of the next school year. If he fails he must stay a second year in the same class, and that he may not have too easy a time, the work is changed so that he must do new work and he is carefully looked after. If he is unsuccessful a second time his parents are quietly informed that a change of air might be conducive to the pupil. The conference (faculty) issue monthly certificates which give aside

from the marks (1, excellent; 2, good; 3, tolerably good; 4, barely enough; 5, insufficient;) for the studies, also marks in progress, application and conduct. These must be returned signed by the parents or guardians. In the classroom the work prepared by the student is first gone over and many original questions asked so as to stimulate the faculty of thinking. Each recitation is marked. Oral examinations are held frequently and written ones at the close of each term. At the end of the year a public oral examination is held to which the parents and friends of education are invited. This is more in the nature of an exhibition, but does not count in the year's standing.

No student must appear smoking on the premises of the institution, and none must frequent houses of entertainment without parents or guardians. Students must attend the service of their respective churches, and where the Gymnasias have their own churches and ministers they must attend those of the Gymnsia. Students must be in their rooms at 9 P. M. in Winter and 9:30 in Summer. Students' attendance at the exercises is prescribed, and unexcused absence severely punished. Excuses must be in writing. In case of sickness, a physician's certificate must be presented. With very few exceptions students at these schools do not live in dormitories, but reside in homes approved by the director and professors. Tuition is exceedingly low, and in case of poverty and great merit students are often exempted from it. Many schools have also stipends (scholarships, especially such as are in a sense denominational.) Different ways of obtaining a livelihood are pursued to get an education.

Many of us doubtless remember how Martin Luther worked his way. It is customary to go right through the year and so one cannot go out to teach as in the United States. There are many good people who give a meritorious student board, gratis, for one or more

days per week, so that a student may board at seven different places per week. In former days the students, in some towns, used to bring their own spoons, etc., and then the gamins would call the students *Loeffelbuben* (spooners!). Though the practice is dying out yet the sobriquet, spooner, still obtains. Another way they had, was to travel during vacation and call on ministers and especially on Catholic priests. If he could answer the learned priest's Latin or Greek questions, the student was usually treated to good hospitality and a *Zehrpfennig* for his journey. In short the student was a wandering scholasticus, or a refined and educated tramp without the vices.

The student in the Gymnasia is to be treated like a gentleman; if, however, he forgets himself and becomes unmanageable he may be sent to the carcer, the student's jail, never for more than twenty-four hours. If this punishment with its accompanying reprimand is unproductive of good results, he is to be warned against removal, which may be done solemnly before the assembled *Lehrer-Kollegium*. In case of a repetition of the transgression, the parents and the student are advised that it is best for the student to leave (*consilium abeundi*). If this advice is not heeded, the pupil will be expelled, and, in a more serious case, the relegation may be employed, after which access to the schools of the province and of the land will be impossible.

Before speaking of the qualifications, appointments, year of probation, salary, discipline, the number of teachers in a Gymnasium, etc., I will speak briefly of the final examinations of the students of secondary schools and of the privileges attending the successful examinations. These examinations are called *Abiturientenpruefungen*, *Maturitaetspruefungen*, *Entlassungspruefungen*, *Abgangspruefungen*, *Reifepruefungen*, etc.

It does not come within the scope of my short article

to speak of the origin and the successive improvements of these examinations. I will say, however, that the certificates testifying to the successful examination of the candidate are the shibboleth that entitles the student to attend the University in all her departments; it entitles him to exemption from the examination incumbent on candidates for the grade of (*portepee faehnrich*) non-commissioned officer, so-called, belonging to a class existing in the German service, from which alone selections are made for commissions. Any soldier has the power of rising to this rank. The proof of these qualifications must be reported between the 17th and 23d years of the young man's life. It entitles him also to become a naval cadet, but the certificates must be possessed before the completion of the 19th year. It entitles the happy possessor to become an *Einjahrig Freiwilliger* under certain conditions in the German army. He serves only one year and usually where there is a University; also to the admission to the military medical schools (*Friedrich-Wilhelmsinstitut and medizinisch chirurgische Akademie fuer das Militaer zu Berlin*) if it can be presented before the conclusion of the twenty-first year. These certificates are required to matriculate in any of the faculties of the universities, for the *Kameraldienst* (the administration of public finances), for the higher office of teaching, admission to the higher schools of mining and forestry, for the schools of architecture, for surveyors, dentists and veterinary surgeons, for druggists and for postal service. In short, on this certificate depends admission to the universities, special schools (*Fachschulen*) to civil and military service of the States. "The learned professions can only be reached through the universities, so that access to them depends on the *Reifezeugniss*." The Examining Commission consists of the Provincial School Board, sometimes represented by the director, the delegate of the Provincial School Board, and the professors teaching in Prima. A

petition asking for examination must be handed in three months beforehand stating that the candidate has been attending the *Unter* and *Oberprima* for two, or at least one and one-half years. The teachers' conference must discuss the advisability of his admission, and where necessary they must discourage it, but the Provincial School Board decide admission or rejection of candidates. The examination work must be of the same kind as the regular class-work, but it must be new and of a nature that special preparations (*Vorstudien*) are not necessary. The written work (which lasts a week) is selected from a number of different papers prepared by the regular teachers, all of which papers, however, may be rejected and new sets called for. The work is done under supervision and marked "excellent, good, sufficient, insufficient." A candidate is successful when the mark in all obligatory branches is at least "good," though he may fall below it in other things. If the candidate was advised not to report for examination, and if his written work is unsatisfactory, he will be excluded from the oral examination, which means a certificate of immaturity. If the candidate's regular work was excellent and his written examination first-class, he may be excused from the oral examination at the recommendation of the teachers' conference. If the commission are not unanimous about passing a candidate, they vote; the youngest member votes first and the president last. In case of a tie the president has a casting vote. But the president may veto the passing of a candidate over the heads of the majority, in which case the papers must go to the highest Examining Board (the *Wissenschaftliche Pruefungs-Commission*). The examination takes place about six weeks before Commencement. The certificates signed by each member of the examining commission are given out to the candidates at the solemnity in the auditorium of the Gymnasium (*Aula*). Aside from giving the marks for the respective studies, there are

also marks given for conduct, application and attainment. The time an unsuccessful candidate spends at the University will not count for him, the time of attendance at the University will begin to count only from the time of the presentation of his certificate of maturity. According to the latest decree the following written tasks are obligatory: 1. *Gymnasium*: German essay, Latin essay, translations from German into Latin, from Greek into German, four Mathematical tests. 2. *Realgymnasium*: German essay, French essay, translations from German into French, into English, from Latin into German, four mathematical tests, two in Physics. 3. *Oberrealschule*: The same as the preceding except that in the place of the Latin a task in Chemistry is substituted. The oral examination for all these schools is obligatory for: Religious instruction, French, History, Geography, Mathematics; at the *Gymnasia*, in Latin and Greek; in the *Realgymnasia*, in English, Latin, Physics, Chemistry; in the *Oberrealschule* all the branches of the *Realgymnasium* with the exception of Latin. The certificate of an *Oberrealschule* may be changed to that of a *Realgymnasium* by passing the examination in Latin, etc.

Now that we have spoken of the final examination of the gymnasiast, it will be well to speak of the examination of the candidate for the profession of teaching. This examination is called the "*Staatspruefung* for school masters," "*Pruefung fur das Lehramt an hoeheren Schulen*," (*examen pro facultate docendi*). To be admitted to this examination the candidate must possess his leaving certificate from a *Gymnasium*, and a proof that he spent three years at a German State University. If Mathematics or foreign modern languages are majors of this examination, then the certificate of a *Realgymnasium* will be accepted. Exceptions: for French and English, two years' study aside from residing abroad, at the discretion of the minister. The petition for admission is to be accompanied by testimonials

of study, maturity, curriculum vitae, (written in Latin by candidates of ancient classics, in French or English by candidates of modern classics) by some publications, in case of several examinations, by the older examination certificates. By these examinations is to be established: 1. whether a candidate in philology, pedagogy, German language and literature, and religious instruction is fully up to the demands made on a teacher of higher schools; 2. what kind of a certificate he is to get for his specialties. The teaching qualification has three grades: for lower classes (VI., V., IV.); middle (III., II.b); upper (II.a, I.). There is, of course, no grade for (VI., V., IV.) lower classes for the following studies: Greek, English, Hebrew, Physics, Chemistry, and Mineralogy, because they are not taught in these classes. To get a first grade certificate the candidate must show his proficiency in two majors for all classes, and in two minors for the middle classes. The second grade certificate calls for proficiency in two majors for the middle classes and in two minors for the same class, one of which may be exchanged for one in the lower classes. In lieu of the two minors of the first grade, another major may be presented, proving proficiency for all classes. Additional examinations admit of no additional privileges. Majors are: Languages—German, Latin, Greek, French, English, History; Mathematics and Science—Mathematics, Physics, Chemistry and Mineralogy, Botany and Zoology. The candidate may present two majors of the same group, or he may present one major of the one or the other group and add Geography as another. The liberty of the choice of the two minors added to the majors is limited in two respects: a) with Latin I. Greek II., with Greek I. Latin II., with Mathematics I. Physics II., with French and English of any grade at least Latin III., with History of any grade Geography III.; b) one of the minors must belong to the group of the majors. With religious instruction I. as a minor Hebrew I. is to be coupled; the two minors requisite for a first grade certificate (or a

certificate for all classes) must belong to the linguistic-historical group. Hebrew goes as a major only with religious instruction. Hebrew is insufficient as a single minor with two majors of the linguistic-historical group, but sufficient as one of two minors, however, only with certificates for all classes. Pedagogics may enter in as one of the minors with a pair of any other group. The examination is written and oral. For home-work every candidate prepares: 1) a test from the philosophical and pedagogical line; 2) a test from each of the lines selected for majors, also from the minors if desiring to get a certificate to teach in all the classes. Sometimes one test will be sufficient for two nearly related majors; never are there more than three tests to be required. The tasks for Latin and Greek are to be composed in Latin. Those for modern languages in French or English, all the rest in German (except by special permission of the Commission). Six weeks are allowed for each test. All helps are to be accurately stated at the penalty of exclusion. Printed documents, doctors' dissertations approved by a German University, must be accepted in lieu of the examination tasks if the topic is suitable. Practical experiments (always before the oral examination) in Physics and Chemistry. If the written examination is unsatisfactory he may be rejected from the oral examination. Unexcused absence from oral examination and unexcused delay in written work may, at the discretion of the Examining Board, cause the loss of the credit of all the work. In the examination of the candidate for Latin I. and French I. and II., the examination must be so carried on that the readiness in the use of the languages is proved.

If a candidate passes his examination in the majors for the upper and middle classes, but fails in the minors or in the general examination (Pedagogy, Philosophy, German, Religion) the certificate will be granted to him conditionally, with the understanding that the candidate may enter on his year of probation, but he cannot be definitely appointed till he has removed his conditions in a subsequent examination, the time for which examination expires in three years from the time he was conditioned. The candidate receives a certificate whether he passes or not, and aside from the result of the examination, the time will

be stated when he can try again. The commission decide the time, but it must not be within the next six months. Another examination without special sanction of the Minister of Education can only be passed before this same Board and only once more. The unconditioned teachers may pass two more examinations, by which they may enlarge their sphere or by which they may change the second-rate certificate to that of a first-rate certificate.

With this certificate in his possession he must now report to the Provincial School Board for a place where he may spend his *Probejahr*. When assigned to a place (Gymnasium, Realgymnasium, Ober-realschule) he must first simply attend certain classes at the suggestion of the director. Then he conducts classes (not to exceed seven hours per week) without pay. In case he teaches more than seven hours per week he must be paid for the time above seven hours. The director may direct other professors to be present at these lessons. The *probandus* must be present at the regular teachers' conference, also at those called for special branches; he votes only if something comes up before the conference in connection with one of his pupils. At the close of the year of probation the director reports on the conduct, proficiency and possible defects of the candidate to the Provincial Board of Education. If satisfactory he may now be appointed definitely. In case no regular position is vacant he may labor as paid assistant teacher if opportunity offers. Some universities have *Lehrerseminars*, and a candidate may be excused from the year of probation by performing the work of the university.

[The salary of a director of a gymnasium in Berlin is 6,500 marks: in cities of more than 50,000 inhabitants 5,100—6,000 marks; in all the rest of the places 4,500—5,400 marks. For all permanently appointed teachers the average pay is 3,600 marks in Berlin; 3,150 marks in other places; the salaries vary from 2,100—5,000 marks. Then there is to be added an allowance for official residence of 900 marks in Berlin down to 360 marks in other places, according to prices in localities.]

As I proceed with writing I recall so much of interest that at least one more part will follow in some future issue.

PART II.

Catalogue of Albion College.

CALENDAR 1893--94.

1893.

COMMENCEMENT WEEK.

June 14—Commencement Reminiscence Meeting, 8 p. m.
June 15—Anniversary of College Society, 8 p. m.
June 16—Anniversary of College Society, 8 p. m.
June 16—Closing Day of Examinations.
June 18—Commencement Sunday.
June 19—Class Day.
June 20—Alumni Day.
June 21—Annual Meeting of Board of Trustees, 2 p. m.
June 21—Conservatory Day—Commencement Concert, 8 p.m.
June 22—Commencement Day. Year Closes.

OPENING OF THE COLLEGE YEAR.

Sept. 26—Examination of candidates for admission; also special examinations, 9 a. m.
Sept. 27—Enrollment Day—Commencing 9 a. m.
Sept. 28—Recitations begin—First Chapel Exercises, 9 a. m.
Nov. 15—College Day.
Dec. 19—Meeting of Board of Trustees, 2 p. m.
Dec. 22—Term closes at 12 m.

HOLIDAY VACATION.

1894.

Jan. 3— { Entrance and Special Examinations.
 { Enrollment Day.
Jan. 4—Recitations begin—Chapel 9 a. m.
Jan. 25—Day of Prayer for Colleges.
Mar. 23—Term Closes.

SPRING VACATION.

Apr. 4— { Entrance and Special Examinations.
 { Enrollment Day.
Apr. 5—Recitations begin—Chapel 9 a. m.
June 28—Commencement Day, preceded by Exercises of Commencement Week.

BOARD OF TRUSTEES.

L. R. FISKE, D. D., LL. D., President.

ELECTED BY DETROIT CONFERENCE.

Term Expires.

Horace Hitchcock.....	Detroit.....	1893
Rev. L. P. Davis, A. M., D. D.,...	Ann Arbor.....	1893
Hon. H. M. Loud.....	Oscoda.....	1894
Hon. A. T. Bliss.....	Saginaw.....	1894
George O. Robinson, A. M.,.....	Detroit.....	1895
Joseph L. Hudson.....	Detroit.....	1895

ELECTED BY MICHIGAN CONFERENCE.

James W. Sheldon.....	Albion.....	1893
Rev. Wilbur I. Cogshall.....	Grand Rapids.....	1893
Jacob C. More.....	Grand Rapids.....	1894
Hon. Geo. M. Buck.....	Kalamazoo.....	1894
Rev. John Graham, D. D.,.....	Jackson.....	1895
Willis W. Cooper.....	St. Joseph.....	1895

ELECTED BY SOCIETY OF ALUMNI.

Rev. E. B. Bancroft, A. M., B. D.,	Owosso.....	1893
Samuel Dickie, M. S.,.....	Albion.....	1894
Charles M. Ranger, A. B.,.....	Battle Creek.....	1895

ENDOWMENT FUND COMMITTEE.

W. P. Sidnam.....	Kalamazoo.....	1895
Hon. Wm. H. Haze, M. D.,.....	Lansing.....	1898
Hon. Daniel Striker.....	Hastings.....	1901

Officers of Board of Trustees.

President,
LEWIS R. FISKE.

Vice President,
SAMUEL DICKIE.

Treasurer,
JAMES W. SHELDON.

Secretary,
DELOS FALL.

Board of Visitors and Examiners.

APPOINTED BY SUPERINTENDENT OF PUBLIC INSTRUCTION.

Pres. Oscar Clute.....Lansing
Prof. Benj. L. D'Ooge.....Ypsilanti
Supt. J. A. Stewart.....Port Huron

APPOINTED BY DETROIT CONFERENCE.

Rev. E. E. Caster.....West Bay City
Rev. E. W. Ryan.....Ypsilanti

APPOINTED BY MICHIGAN CONFERENCE.

Rev. William Denman.....Grand Rapids
Rev. W. A. Hunsberger.....Muskegon

Standing Committees for 1892-93.

EXECUTIVE COMMITTEE.

L. R. Fiske, Samuel Dickie, J. W. Sheldon.

AUDITING COMMITTEE.

L. R. Fiske, Samuel Dickie, J. W. Sheldon.

FINANCE COMMITTEE.

**Samuel Dickie, Horace Hitchcock, H. M. Loud,
Geo. O. Robinson.**

COMMITTEE ON FACULTY.

**L. R. Fiske, John Graham, Joseph L. Hudson,
Willis W. Cooper.**

COURSES OF STUDY.

L. R. Fiske, L. P. Davis, C. M. Ranger, E. B. Bancroft.

RULES AND REGULATIONS.

L. R. Fiske, J. C. More, W. I. Cogshall.

LIBRARY AND APPARATUS.

Aaron T. Bliss, Geo. M. Buck, Joseph L. Hudson.

BUILDINGS AND GROUNDS.

L. R. Fiske, J. W. Sheldon, Samuel Dickie.

BOARD OF INSTRUCTION.

LEWIS R. FISKE, PRESIDENT.

CARL B. SCHEFFLER, DIRECTOR OF CONSERVATORY.

MRS. W. H. SKILLMAN, PRECEPTRESS.

WASHINGTON GARDNER, PUBLIC LECTURER.

ROBERT S. AVANN, SECRETARY.

REV. L. R. FISKE, D. D., LL. D.,

John Owen Professor of Intellectual and Moral Philosophy.

DELOS FALL, M. S.,

David Preston Professor of Chemistry and Biology.

CARL B. SCHEFFLER,

Piano, Harmony and Counterpoint.

SAMUEL D. BARR, A. M.,

W. H. Brockway Professor of Mathematics.

ROBERT S. AVANN, A. M., Ph. D.,

Latin Language and Literature.

FREDERICK LUTZ, A. M.,

Modern Languages.

E. JOSEPHINE CLARK, A. M.,

Teacher of Latin.

CHARLES E. BARR, A. M.,

Ezra Bostwick Professor of Astronomy and Acting Professor of Biology.

REV. WASHINGTON GARDNER, A. M.,

Biblical History and Literature.

DWIGHT B. WALDO, A. M.,

Henry M. Loud Professor of History.

REV. FREDERICK S. GOODRICH, A. M.,

John Morrison Reid Professor of Greek Language and Literature.

Samuel O. Knapp Professor of Geology and Mineralogy.

JENNIE A. WORTHINGTON,

Piano and Harmony.

FRANCIS C. COURTER,

Drawing, Perspective and Painting.

MRS. H. W. MOSHER,

Decorative Painting.

JENNIE M. WHITCOMB,

Piano and History of Music.

ROBERT E. McNEILL,

Voice Culture.

CORA TRAVIS,

Piano and Voice.

CHARLES L. McCLELLAN.

Principal of Commercial Department.

JOHN M. PEARSON,

Piano and Organ.

JENNIE E. LOVEJOY, A. B.,

Teacher of German.

ROSE A. WARD,

Violin.

MRS. EVA STEELE,

Shorthand and Typewriting.

SMITH BURNHAM, Ph. B.,

Teacher of History.

JULIA A. HERRICK, A. B.,

Teacher of English.

CARRIE M. BOLSTER,

Piano.

REV. B. S. TAYLOR, M. D.,

Librarian.

CHARLES E. BARR, A. M.,

Registrar.

Departments of the Institution.

College of Liberal Arts.

Preparatory School,

In which Sub-collegiate Studies are Taught.

Academic Department,

In which Students not Candidates for a Degree are Enrolled.

Conservatory of Music.

School of Painting.

Commercial Department.

Department of Oratory.

STEPS PRELIMINARY TO ADMISSION INTO ALBION COLLEGE.

1. The Year Book contains such information in regard to the College as the student needs to gain before coming to the institution. It will be mailed to any person writing for it.

2. *All candidates* for admission must first call at the President's Room, No. 3, Chapel Building. They must present satisfactory testimonials of good character. No others are admitted. The Institution is not a reformatory. There is a healthy moral atmosphere at the college which should not be impaired by the presence of any unworthy persons. If the candidate for admission comes from another institution, he should bring a certificate of honorable dismissal.

3. The next point to be settled is that of preparation to take up the prescribed courses of study, or the determination of the classification if advanced standing is sought. If the student comes from an *approved* school his certificates will be examined and his classification given him. If he does not enter on certificates, he will be examined.

4. After the foregoing work is attended to the student is enrolled and his work assigned him.

Enrollment Day.—The opening day of each term is Enrollment Day. As a special list of students is prepared for each term, all students must *report for enrollment on the first day of the term*. For new students this is the act by which they

become members of the Institution. The tickets issued contain a list of the studies to be pursued, and also a statement of dues,—*which must be paid before the student is admitted to recitations*. All individuals intending to enter any of the departments of the College should report on first day if possible. If this cannot be done, they will be received at a later date, if qualified to enter the classes. Persons who are already students are also *required* to take out their term tickets on Enrollment Day, so as to be able, on the following day, to commence their work with the regular classes. The closing of a term does not terminate the student's connection with the institution; *and unless he graduates or is excused by the President he must be present on the first day of the succeeding term*. Absence on that day is as much a violation of the rules and order of the school as though it occurred in the middle of the term.

Examination of Candidates for Admission.—At the opening of College Year, *on the day preceding enrollment*.

At the beginning of the Winter and Spring Terms—*on Enrollment Day*.

The Faculty are not at liberty to give instruction previous to the presentation of the Term Ticket receipted by the Secretary.

Students who are not in their places at the opening of the term must, if minors, *present a valid written excuse* from their parents or guardians; and if not minors, must give *satisfactory reasons* for such delay.

REQUIREMENTS FOR ADMISSION INTO THE INSTITUTION.

PREPARATORY SCHOOL.

Candidates for admission into the Preparatory School must *have a knowledge of the primary branches, including Descriptive Geography, Mental Arithmetic, Written Arithmetic through Fractions, and some knowledge of English Grammar.* Starting with this preparation, those who are studious will be able to complete the course prescribed in four years, so as at that time to enter the Freshman Class. For *advanced standing* examination must be passed on that part of the course for which credit is given, or on work equivalent thereto, unless certificates are brought for the same from accredited schools. The object of this school is to provide young people who desire to fit themselves for college with the most complete advantages for such preparation. It is not simply an academic department, but is conducted in the interests of those who intend to pursue studies required for admission into college. We call special attention to the order of the work here provided as in an eminent degree answering the purpose of the school.

COLLEGE OF LIBERAL ARTS.

Candidates *for admission* to the Freshman Class must be at least sixteen years old, must pass examination in the Primary English branches, and in all the studies of the Preparatory Course, or studies equivalent thereto, as taught in the High Schools, unless admitted on diploma or certificates from other schools under conditions elsewhere stated.

Candidates for *advanced standing* must, in addition to the foregoing, pass examination on advanced studies for which credit is sought, unless coming from other colleges whose work is accepted by us. Persons not candidates for a degree will be admitted to the regular classes, *but will be charged the matriculation fee, when their scholarship would entitle them to admission into the Freshman Class.*

ACADEMIC DEPARTMENT.

Literary students who do not desire to be classified must report to the President and Registrar, the same as others. They will be allowed to take such studies as their scholarship will enable them profitably to pursue, whether elementary or more advanced. If they take *college* studies—that is studies in advance of the work of the Preparatory school—they will be expected to pay the matriculation fee.

CONSERVATORY OF MUSIC.

Students are admitted to this Department at any stage in the course. They must confer with the Director of the Department to determine what work they can profitably carry. They will be assigned to such grade as their acquirements indicate.

SCHOOL OF PAINTING.

Before commencing work in the Studio, Painting students must procure ticket for the same, and talk with the Head of the Department as to plans of work and proficiency—if any—already gained. The order and kind of work must be subject to the judgment of the Professor in charge.

COMMERCIAL DEPARTMENT.

The literary attainments of students entering this Department greatly vary, and hence practically they must be treated according to individual qualifications. The Principal must therefore be made acquainted with the fitness of each, on entering, for the studies he is to pursue. This can only be done by free and full conference with him.

ADMISSION FROM HIGH SCHOOLS.

1. Under conditions mentioned below, *we shall accept, without examination of students,* the work of the best High

Schools of twelve grades as preparation for College. *We shall accept the completed work of the English Course* as sufficient to admit the student into the Freshman Class in our Letters Course, on graduation from which he will receive the degree of Bachelor of Letters. If the course he has pursued be *more strictly Scientific*, he will, in the same way, be *admitted into our Scientific Course*, for which the degree on graduation is Bachelor of Science. If the course studied was largely made up of Latin, or Greek, or Latin and Greek, he will in like manner *be admitted into College in the Latin Scientific, Greek Scientific, or Classical Course*, which will prepare him, in the former courses, for the degree of Bachelor of Philosophy, and in the latter course for Bachelor of Arts. Under the same conditions we shall admit into our *Fourth Preparatory year* from schools of eleven grades which are known to be doing satisfactory work.

If, however, the student in preparing for college has not pursued the study of Latin or Greek, or only to a limited extent, but desires to enter the Classical or Latin Scientific course, he can thus be classified without material loss of time by taking up these studies in classes which are always organized in the Institution. This provision is made because we believe it to be best for every student to get as complete a knowledge of language as possible. For such students, however, the number of Electives must be quite limited.

2. The regulations contained in the preceding paragraph apply to *all schools which*

(a) Have been *visited by the Faculty of the University of Michigan* and approved by them; or

(b) Have been *visited by us and approved*; or

(c) Have, by some other *satisfactory method*, *supplied us with the evidence* that, in extent, quality and completeness of work, the pupil has gained the scholarship and culture required to enter our classes. *If the school has received formal*

approval according to (a) or (b) of this paragraph, we shall admit students directly on their diplomas and certificates. But if the school is not included in one of these classes, and it is desired to enter into relations with Albion College, the course or courses of study must be transmitted to us with such statements in regard to the work done as are considered important. This will be preliminary to an adjustment of relations. We will, at an early day, give information as to our judgment of the curriculum followed in such a school.

3. To be *admitted into the College without examination*, the student, if coming from a school included in one of the classes of 2, (a) or (b), will *present his diploma or certificate*, together with *a letter from the Superintendent or Principal of the School informing us that his work has been thoroughly done, that his habits are studious and that he possesses capacity for genuine scholarship.* On the strength of this he will be *immediately classified.* If he comes from a school embraced in class 2, (c), he must *present his diploma or school certificate, with a letter from the Superintendent or Principal of the school certifying to the earnestness and success of his school work.* He will then be *classified provisionally* according to the tenor of these documents, which classification will be *made permanent after a few weeks' successful study in the institution.*

4. *On account of the exceptional length and fullness of a few of the High School courses, the graduate sometimes finds that he has covered more subjects than are required for entrance into the best colleges. Such a graduate will be able to get advanced credit for some of the extra subjects thus taken, and to shorten his course in college by a third or even a half year. For this advanced credit High School certificates will be accepted save in the case of those subjects suited only to a later stage in one's culture, such as Philosophy, Political Economy, Political Science, etc. The exact amount of credit to be given will in every case be determined by the head of the department interested.*

REASONS FOR THE FOREGOING.

The *Public Schools* are the most valuable provision for the education of the mass of the people found anywhere in this country. They reach the largest number of persons, supply the foundation of our civilization, and create conditions essential to the existence of free government. But *colleges* are doing a work of great importance. In some respects it must be quite unlike the work of even our best High Schools. It should be of a different grade, not only because the branches of study are of a higher order, but because of the greater maturity of mind of the pupil, the collection of more abundant means of illustration and research, and of the special methods it is possible to employ, contributing to more independent and thorough scholarship. The recitation, simply as a recitation, becomes a less important factor, gradually giving place, more and more, to self-reliant personal research in the determination of truth, under the guidance, or with the advice, of men who labor in special lines of investigation.

For some years the conviction has been growing, that *colleges should offer special advantages*, not only to young persons who expect to enter upon a professional career, *but to all who have high aims in life*. The fact has come to be appreciated that, for the development of intelligent manhood, for the best discharge of the duties of citizenship, for meeting the demands of the highest forms of the arts, and for keeping pace with the advancing civilization of the age, the large class of persons who will carry forward the business and industries of the world would derive incalculable benefit from liberal culture.

But how can ambitious young men and women, who have formed high ideals of excellence, *prepare for college*? This preparation must, in most cases, be obtained in the High Schools, if gained at all. And while these schools,

perhaps, may retain their pupils under instruction a sufficient length of time to prepare them for college, provided the course of study has been adapted thereto, there are insuperable barriers in the way. We recognize the fact that the *High School exists to meet local wants*, and does its work best when it most fully meets such wants. *It has been held* that, for the pupil to fit himself for college, it is necessary to engage in special lines of work such as are not found in most of our high schools, and which could not well be provided without sacrificing local interests. But for a few years the Faculty of Albion College have been studying this question in the light of all the information they could obtain, with a careful scrutiny of the principles involved, and have reached the conclusion that *the courses of study best adapted to the purposes of the High School may, and ought to be, accepted in preparation for college*. We are therefore trying the experiment, which we believe will be successful, of taking the student at the point up to which the best schools have educated him, *giving him credit for all his work*. This will practically throw college doors open to a large number of young persons who, on the old system, would be deprived of the advantages provided in the higher institutions of learning. By this plan we shall *not admit at any lower point of scholarship*, but shall make the lines of study in preparation more flexible, holding that it is training and culture that are needed, which can be secured through superior and adequate range of work, rather than by adherence to the old method of following always a special line of studies. We are convinced that a large number of schools of twelve grades—in the quality and extent of work done—may be trusted to prepare for the Freshman year in college; and that many of the schools of eleven grades may be relied upon to fit the pupil for the Fourth or highest Preparatory year.

The Eight Years of Literary Work.

Four Years of This Are Preparatory, or Sub-Collegiate.

The Remaining Four Are Collegiate.

These are arranged in five different lines, named respectively, Classical, Latin Scientific, Greek Scientific, Scientific, and Letters; on completion of which the student receives the degree of Bachelor of Arts, Bachelor of Philosophy, Bachelor of Science, or Bachelor of Letters.

Preparatory, or Sub-Collegiate.

FIRST YEAR.

This is the first year of preparation for the five college courses—Classical, Latin Scientific, Greek Scientific, Scientific, Letters.

English Grammar.....	5
U. S. History.....	5
Physical Geography.....	5
† (Arithmetic.....)	5
English Grammar.....	5
Civil Government.....	5
Arithmetic.....	5
English History.....	5
Rhetoric.....	5
Arithmetic.....	5

† The first term of Arithmetic is taught in connection with the Commercial Department only. Any student, needing the study, can pursue it without being classified in the Commercial Department.

To lay a good foundation, especially in mathematics and knowledge of the English sentence, for the studies which follow, it is thought best to provide, for all who need the same, an opportunity thoroughly to review Arithmetic and English Grammar. The need of this in many cases is evident. By introducing U. S. History, Civil Government, Physical and Historical Geography, Rhetoric and English History, the scope of work is considerably broadened.

SECOND YEAR.

German	5
Algebra.....	5
Rhetoric.....	5
German	5
Algebra.....	5
Physics.....	5
German.....	5
Algebra.....	5
Physics.....	5

The above gives the second year of preparation for all the five courses, with the exception that the German which is here introduced and with which we begin the study of language is elective in the Letters course. Algebra follows the Arithmetic of the First Year. Rhetoric is continued, and Algebra appears in all the courses.

It is very important that the work of the first two years of the Preparatory School be prosecuted with great thoroughness. Incomplete preparation for advanced studies will hamper the student through the entire course. Much of the inequality observed in college classes grows out of unequal mastery of earlier branches of study. The desire on the part of many students to pass through the course in as *brief a time as possible* is likely to lead to superficiality in scholarship. To yield to the temptation to hurry through college so as to save time is unwise and is sure to awaken regrets in after years. Mental strength, and hence the larger success in life, cannot be gained without thoroughness in the work of our school days.

THIRD YEAR.

CLASSICAL.	LATIN SCIENTIFIC.	GREEK SCIENTIFIC.	SCIENTIFIC.	LETTERS.
Latin.....5	Latin.....5	Greek.....5	Latin.....5	*Latin.....5
German.....3	German.....3	German.....3	German.....3	*German.....3
Modern History.....5	Modern History.....5	Modern History.....5	Modern History.....5	Modern History.....5
Latin.....5	Latin.....5	Greek.....5	Latin.....5	*Latin.....5
German.....3	German.....3	German.....3	German.....3	*German.....3
Medieval History.....4	Medieval History.....4	Medieval History.....4	Medieval History.....4	Medieval History.....4
Geometry.....5	Geometry.....5	Geometry.....5	Geometry.....5	Geometry.....5
Latin.....5	Latin.....5	Greek.....5	Latin.....5	*Latin.....5
Geometry.....5	Geometry.....5	Geometry.....5	Geometry.....5	Geometry.....5
Botany.....5	Botany.....5	Botany.....5	Botany.....5	Botany.....5

* Elective in language.

It will be noticed that the studies of Third Sub-Collegiate year—in the Classical, Latin Scientific and Scientific courses—are the same. In the Greek Scientific, Greek takes the place Latin occupies in the other courses.

FOURTH YEAR.

CLASSICAL.	LATIN SCIENTIFIC.	GREEK SCIENTIFIC.	SCIENTIFIC.	LETTERS.
Latin.....4	Latin.....4	Latin.....4	Latin or Greek.....4	Zoology.....4
Greek.....5	Zoology.....4	Zoology.....4	Zoology.....4	Geometry.....5
German.....3	German.....3	German.....3	German.....3	
Geometry.....5	Geometry.....5	Geometry.....5	Geometry.....5	Elective.....6
Latin.....4	Latin.....4	Same as Latin Scientific	Latin or Greek.....4	Mechanical Drawing.....4
Greek.....5	Mechanical Drawing.....4	only Greek takes the	Mechanical Drawing.....4	Roman History.....3
Roman History.....3	Roman History.....3	place of the Latin.	Roman History.....3	Physiology.....4
Physiology.....4	Physiology.....4		Physiology.....4	Elective.....4
Latin.....4	Latin.....4		Latin or Greek.....4	English Literature.....4
English Literature.....4	English Literature.....4		English Literature.....4	Ancient History.....3
German.....3	German.....3		German.....3	
Ancient History.....3	Ancient History.....3		Ancient History.....3	Elective.....8

In this connection we call attention to the following facts:

1. *The extent of study* to prepare for college is the same in all the courses. The degree to be gained is not thus lowered by being granted after a short course in any line of work, as in some institutions of learning.

2. *We begin linguistic studies with the German.* Former Year Books contain in full reasons for taking up modern before ancient languages, and it is probably not necessary to repeat them here. It is enough to say that the student finds fewer difficulties in mastering a modern language than an ancient language, and hence as the more simple it should precede the more complex. Also modern languages open access to the valuable living literature of the learned nations of Europe, and it is important that the student possess the key to this storehouse of learning early in his course.

3. *The study of the French* which in former years was a Preparatory study has been postponed till the Freshman Year, because the graduates of High Schools, generally, have not had an opportunity of pursuing this branch in making preparation for College. We should give it an earlier place were it not that we desire to accommodate the pupils who come to us from schools in this and other States.

4. The fact that in some cases *the order of work* in our Preparatory School is not the same as in many of the High Schools does not introduce any disorder into our movements, *because back work can be taken up with classes in the Institution pursuing such branches, and credit secured for advanced work already taken.*

5. *Classification of students* coming from High Schools, or Academies, will not depend on the fact of having pursued just the branches laid down in our preparatory courses, but *credit will be given for equivalents* so far as they harmonize with the lines of movement.

6. *The Letters Course* is provided for young people who desire to devote as much time to study as is necessary to complete any of the ordinary College courses, but being specially interested in the Science of Music, other lines of the Fine Arts, etc., would like to gain the form of culture to be acquired in such studies. A limited election of these branches is therefore allowed for the degree of Bachelor of Letters. In connection with the tables of College Studies we will give an explanation of the Letters Course and the principle on which it is arranged.

7. We regard that course as the best which provides most fully for the development of all the faculties of the intellect. The student should become a sharp and careful observer, and an accurate reasoner; he should gain the habit of doing his work with close and discriminating attention so that the memory may be strengthened; and he should learn to express his thoughts with ease and precision. To gain all of this the languages have a decided value, the sciences open up fields which bring forth special fruitage, while mathematics performs, for us, an important work. How to develop the mental life most soundly and completely is one of the great problems of our educational movements. The questions involved should be carefully pondered by the student before entering college. What can he best do and what is best for him to do—to both of these questions should he give attention.

Tabulated Courses of Study in the College of Liberal Arts.

FRESHMAN YEAR.

CLASSICAL.	LATIN SCIENTIFIC.	GREEK SCIENTIFIC.	SCIENTIFIC.	LETTERS.
Latin.....4	Latin.....4		Algebra.....5	*French.....5
Greek.....5	Algebra.....5		French.....5	
French.....5	French.....5		Microscopy.....2	Elective.....10
German.....3	German.....3		German.....3	*French.....3
Latin.....4	Latin.....4	Same as the Latin	Algebra.....5	
Greek.....4	Algebra.....5	Scientific with the ex-	French.....3	
French.....3	French.....3	ception of substitution	Trigonometry.....4	Elective.....12
Trigonometry.....4	Trigonometry.....4	of Greek for Latin.	Biology.....3	*French.....3
Latin.....5	Latin.....5		Vegetable Biology.....3	
Greek.....3	French.....3		French.....3	
French.....3	Trigonometry.....3		Trigonometry.....3	Elective.....12
Trigonometry.....3	Elective.....4		Elective.....6	

* It has been decided to make the Letters Course more flexible than heretofore in order to provide a course in which the student may more perfectly adapt the work to his peculiar taste and temperament. The required work in English, Mathematics, Science and History consists of the studies in the table which are not starred. In addition the candidate for this degree must take the course in General Psychology and General Chemistry; also three years of Language, of which at least one year must be French or German. Of the Electives about seventy hours must be taken from the Literary Department. The ninety hours remaining may all be elected from the Literary Department, or in part from the Commercial Department with a maximum limit of forty hours, or from the Art Department with a maximum limit of forty-five hours, or from the Conservatory of Music with a maximum limit of sixty hours, or from Elocution with a maximum limit of eighteen hours, or from any combination of the above.

SOPHOMORE YEAR.

CLASSICAL.		LATIN SCIENTIFIC.		GREEK SCIENTIFIC.	SCIENTIFIC.	LETTERS.
Latin.....	4	Latin.....	4		General Geometry....5	Chemistry.....5
Greek.....	5	General Geometry.....	5		Chemistry.....5	European History....3
Chemistry.....	5	Chemistry.....	5		European History.....3	Elective.....7
European History.....	3	European History.....	3		European History.....3	Astronomy.....3
Latin.....	4	Latin.....	4	Same as Latin Scientific except substitution of Greek for Latin.	Advanced Physics....3	American Literature..3
Greek.....	5	Advanced Physics....	3		Astronomy.....3	English History.....3
Astronomy.....	3	Astronomy.....	3		American Literature..3	Elective.....6
English Literature..	3	American Literature..	3		Elective.....3	
		European History....	3		Physics.....3	Astronomy.....3
Latin.....	3	Latin.....	3		Calculus.....3	European History....3
Greek.....	4	Calculus.....	3		French.....3	
French.....	3	French.....	3		European History....3	
European History....	3	Euro. H. (or Physics)..	3		Astronomy.....3	Elective.....9
Astronomy.....	3	Astronomy.....	3			

JUNIOR AND SENIOR YEARS.

This table contains, in addition, all the Elective studies of the preceding years, except those mentioned in the foot-note of the Letters Course on page 78. Not all the courses laid down in this table are usually given each year. Whatever shall be taught is determined principally by the demand, though other circumstances enter into the case.

PHILOSOPHY.	THEOLOGY.	LATIN.	GREEK.	CHEMISTRY.
Psychology.....5 History of Phil- osophy.....3 Pedagogy.....2	Old Testament His- tory.....3 Res. Compar. Re- ligious.....2	Cicero (De Senectute).....2 Horace (Odes).....2 Tacitus (Annals).....2 Composition.....1 Sight Reading.....1 Christian Hymns.....2	Orators.....2 Biblical Greek.....2 Hebrew.....2 Drama.....2 Topography.....1 Neo-Hellenica.....1 Syriac.....2	General Chemistry.....5 Organic Chemistry.....5 Sanitary Science.....3
Psychology.....3 History of Phil- osophy.....5 Theism.....5	New Testament His- tory.....3 Res. Compar. Re- ligious.....2	Livy (Book XXI or XXII).....2 Cicero (Tusculan Dis- putations—Book I).....3 Horace (Satires).....2 Composition.....1 Sight Reading.....1 Catullus.....1	Drama.....2 Biblical Greek.....2 Hebrew.....2 Drama.....2 Normal Course.....1 Lucian.....2 Syriac.....2	Quantitative Chem- istry.....3 Organic Chemistry.....3 Synthesis (Organic).....2
Moral Science.....5 Logic.....4	Church History.....4 Evidences of Chris- tianity.....4 Res. Compar. Re- ligion.....2	Terence (Andria or Adelphi).....2 Horace (Epistles).....2 Suetonius.....2 Cicero or Pliny (Epistles).....2 Composition.....1 Sight Reading.....1	Philosophy.....2 Biblical Greek.....2 Hebrew.....2 Drama.....2 Mythology.....1 Poetry.....2 Syriac.....2	Qualitative Chemistry.....3 Quantitative Chem- istry.....3 Ultimate Analysis.....3 Mineralogy.....3

JUNIOR AND SENIOR YEARS—CONTINUED.

NATURAL SCIENCE.	HISTORY, POLITICS AND ECONOMICS.	ENGLISH.	MATHEMATICS PURE AND APPLIED.	MODERN LANGUAGES.
Zoology.....4	Political History of U. S., 1817-1845.....3	Anglo-Saxon.....3	Calculus.....3	French as described in the outline of work.
Microscopy.....3	Constitutional History of Eng., 1666-1693.....3	History of English Literature.....3	Astronomy.....3	German as described in the outline of work.
Animal Biology.....3	Political Economy.....3	Science of Rhetoric.....3	Quaternions.....3	Italian.
Geology.....4	Theory of the State.....3	English Lit.—Study of Masterpieces.....3		Spanish.
Principles of Biology.....3	Political History of U. S., 1817-1845.....3	Early English.....3	Calculus.....3	French as described in the outline of work.
Animal Biology.....3	Political History of Eng., 1666-1693.....3	Anglo-Saxon.....3	Physics.....3	German as described in the outline of work.
Geology.....3	Political Economy.....3	Science of Rhetoric.....3	Astronomy.....3	Italian.
	Political Science and Comp. Constitution.....3	History of English Literature.....3		Spanish.
		English Lit.—Study of Shakespeare.....3		
		Trench on Words.....2		
Vegetable Biology.....3	Pol. His. U. S., 1845-1876.....3	Early English.....3	Physics.....3	French as described in the outline of work.
Histology and Biology.....3	Political History of Eng., 1783-1892.....3	Anglo-Saxon.....3	Modern H. Algebra including Determinants.....2	German as described in the outline of work.
	Pol. Economy (res'rch).....2	Trench on Words.....3	Astronomy.....3	Italian.
	Pol. Institut'ns in U. S.....3	American Lit.—Study of Masterpieces.....2	Surveying.....3	Spanish.
	*Const. Law of U. S.....3			
	*International Law.....3			

*Alternate years.

NOTES ON THE FOREGOING COURSES.

The courses of study are put in tabulated form so that the student may see, at a glance, the time of year in which instruction will be given in each branch, and the amount of time devoted to the same. The order prescribed is not followed with absolute precision, but may be varied to some extent, from time to time, at the discretion of the Faculty. If not followed literally an equivalent will be substituted. Some of the squares are not entirely filled.

The system of college work is made to conform to the *most advanced views* of leading teachers, and it is sought to bring it into harmony with the natural and necessary order of mental growth—both individual development and race civilization. A few words only are needed in this place.

By the time the student reaches the *beginning of the Junior year* he is regarded as prepared for *more independent work* than he could generally carry forward in the earlier part of his course. Henceforth his individual preferences are more largely consulted. It will be seen that lines of study and investigation are provided from which he may select the branches to be pursued. We invite attention to the following points:

1. *A few studies* and *but a few* are elective previous to the Junior year.

2. *All studies in the Senior and Junior years* are elective with the exception of Psychology and Logic.

3. Students in these years must *select from at least two lines*.

4. It is recommended that they select from *three lines*. These selections will be made *under the advice of the Faculty*, so that consistency of work may be secured.

5. It is the judgment of the Faculty that the best results are gained when the student has done very thorough work in all the studies previous to the Junior Year—not

slighting any—but does *not attempt to take up all the lines* of elective work in the last two years of his course. There is benefit from specialization, and by the time the student reaches the Junior Year *the attention should be concentrated on a comparatively small number of subjects*. But in order to do special and research work profitably it is necessary that thorough discipline of mind shall have been gained.

6. The student will be required to have *fifteen hours of recitation* each week, or what is equivalent thereto.

7. A large amount of *research work* will be prosecuted during the Junior and Senior years.

8. *The degree conferred at graduation will generally be determined by the course pursued up to the close of the Sophomore year*, in all courses *except the Letters*. If previous to that time the student has taken the studies of the Classical Course, his degree will be "Bachelor of Arts"; if Latin Scientific, it will be "Bachelor of Philosophy"; if Scientific, it will be "Bachelor of Science". But for A. B. a considerable amount of elective Latin and Greek must be taken; for Ph. B. elective Latin in Latin Scientific course and Greek in Greek Scientific must be chosen. The same principle holds in studying for other degrees. The Junior and Senior studies are largely of a *university character*, preparing the student for independent investigation when from graduation he must carry forward his studies without the presence and guidance of a living teacher. The lines of study provided are so broad and varied that the *candidate for any of the professions*, as well as the business man, can obtain here the scholarship which will best fit him for his chosen and anticipated mode of life.

It will be seen that the order in which some of the studies are pursued is not quite the same as that adopted in many institutions; but no confusion grows out of this arrangement, as all the studies are taught in contiguous years. *Those who have pursued Latin and Greek before any of the*

modern languages find no inconvenience in taking up these modern languages at any point in their course. Whatever may have been the order of study in the High Schools, the classification will depend on the *amount and value of the work done*, not on the fact of *pursuing the precise branches laid down in our Preparatory School*. Students who have prepared for college in the English Course can change to a course containing more language because of advantages for studying the same in our Preparatory School. They will, however, have less time for pursuing elective studies.

ACADEMIC DEPARTMENT.

This department is provided for students *who do not wish to classify* in the Preparatory School or the College.

It accommodates two classes of persons:

- (1) Those who do not propose to pursue an extended course, intending to spend only a short time in the Institution.
- (2) Students who desire to make a specialty of certain lines of work, such as Mathematics, or Science, or History, etc.

There are the same requirements for admission as to age and scholarship as in the Preparatory School and as to age as in the College. *Any of the classes of the Institution are open to academic students without reference to the tabulated order, in view of the fact that they are not candidates for a degree, provided the scholarship already gained will enable them to carry forward the work successfully.* No tuition is charged, but in addition to the regular incidental fee the *matriculation fee of five dollars* must be paid if College studies are pursued. We consider it best for the student to take up the work in the order of our tabulated courses, and *all the work thus provided*, but as circumstances sometimes exist to prevent this we make provision, as above stated, for limited lines of study.

OUTLINE OF WORK IN THE SEVERAL DEPARTMENTS.

FRENCH.

I. *Freshman French*.—Edgren's or Chassang's French Grammar. Reading and composition. George Sand—Dumas—About—Erckmann-Chatrian. Five hours in the Fall, three hours each in Winter and Spring.

II. *Sophomore French*.—French prose and poetry—La Fontaine—Corneille—Racine—Moliere. Introduction into the study of historical grammar. Three hours.

III. *Elective French*.—Writers of the XIX Century—Lectures and Themes. Two hours.

IV. Research in French Philology. Two hours.

GERMAN.

I. *Beginning German. Required*.—Whitney's or Sheldon's Grammar—Composition—Translation and reading at sight from writers of the 18th and 19th Centuries. Three terms of five hours each.

II. Writers of the 19th Century—Prose, poetry and drama—Composition and reading at sight. Three hours.

III. Subjects in History and Biography. Three hours.

IV. Subjects in Natural Science. Three hours.

V. Bodmer and Gottsched and their contemporaries. Three hours.

VI. Lessing and his influence on German Literature. Three hours.

VII. *Elective*.—General History of German Literature—Lectures—Themes with collateral reading. Two hours.

VIII. Historical grammar—Research. Three hours.

IX. German Philology. Three terms of three hours each.

ITALIAN.

I. Toscani's Grammar—Composition—I Promessi Sposi.

II. Grammar—Selections from Ariosto—Boccaccio—Petrarca and Dante.

SPANISH.

I. Jose's Grammar—Composition—El Eco de Madrid—Gil Blas.

II. Grammar—Selections from Calderon—Lope de Vega—Cervantes.

ANGLO-SAXON AND EARLY ENGLISH.

I. Elementary Course—Sweet's Anglo-Saxon Primer—First Middle English Primer.

II. Advanced Course—The Anglo-Saxon Chronicle (Skeat's edition)—Cædmon's Exodus (Hunt's edition).

The French and German courses not marked "Required" can only be taken by students who have been studying French and German for at least two years.

Courses III and IV in French and VII, VIII, IX in German are elective, the others are required.

Other courses in French and German may be substituted in place of the afore-mentioned French and German electives, or new ones added subject to the demand of the student and the discretion of the instructor.

LATIN.

Latin is pronounced according to the Roman method.

Required.

I.

The work of the first year aims to secure for the student a considerable vocabulary, an accurate knowledge of the common forms of the language, and an intelligent understanding of the general principles of syntax.

The text-books now used in this year are *Bellum Helvetium* by Lowe and Butler, *Harkness' Standard Latin Grammar*, *Collar's Gradatim*, *Riggs' In Latinum*, and *Kelsey's Cæsar*.

II.

In the second year the study of *Cæsar* and the grammar with sight reading is continued the first term

and half of the second term, completing the first three books of Cæsar, the second invasion of Britain from the fifth book, and the second invasion of Germany, etc., from the sixth book

The last half of the year is devoted to Cicero's Orations (four) and Latin writing.

III. FRESHMAN YEAR.

First term—Cicero (two orations)—Composition and Ovid.

Second term—Ovid and Vergil (*Æneid*, Book I).

Third term—Vergil (*Æneid*, Books II and III).

IV. SOPHOMORE YEAR.

First term—Vergil (*Æneid*, Books, IV, V and VI).

Second term—Livy (Book I).

Third term—Horace (Odes).

Elective.

FIRST TERM.

Cicero (*De Senectute*). Two hours.

Horace (Odes). Two hours.

Tacitus (*Annals*). Two hours.

Composition. One hour.

Sight Reading. One hour.

Christian Hymns. Two hours.

SECOND TERM.

Livy (Book XXI or XXII). Two hours.

Cicero (*Tusculan Disputations*, Book I). Three hours.

Horace (*Satires*). Two hours.

Composition. One hour.

Sight Reading. One hour.

Catullus. One hour.

THIRD TERM,

Terence (*Andria* or *Adelphi*). Two hours.

Horace (*Epistles*). Two hours.

Suetonius—Two hours.

Cicero or Pliny (Epistles)—Two hours.

Composition—One hour.

Sight Reading—One hour.

GREEK.

Required.

COURSE I.

White's Beginners' Greek book. Xenophon's *Anabasis*. Five hours a week throughout the year.

II.

Anabasis. First term, five hours.

Hellenica. Greek Prose Composition. Second term, four hours.

Odyssey. Greek Philology. Prosody. Third term, five hours.

III.

Herodotus. Morphology and Etymology. Collateral work in Grecian History. First term, five hours.

Thucydides. Greek Syntax and Prose Composition. Second term, five hours.

Homer's *Iliad*. Prosody. Studies in Greek Language and Life in Homeric Literature. Third term, four hours.

Elective.

IV.

Greek Orators. Collateral reading in Jebb's Greek Orators, Butcher's Demosthenes, and Jebb's Greek Literature. First term, two hours.

Sophocles, *Antigone*. Second term, two hours.

Plato, *Euthyphro*, *Apologia*, *Crito*, *Phædo*. Lectures on Greek Philosophy. Collateral reading in Zeller's Outline of Greek Philosophy. Third term, two hours.

Course IV is open to students who have completed I-III.

V.

Biblical Greek.—Harmony of the Gospels. Acts of the Apostles. The Didache, or teaching of the Twelve Apostles. Revelation. Early manuscripts and versions. Two hours a week through the year.

Courses V and VI are open to students who have finished I-II.

VI.

Biblical Greek.—The Epistles of the New Testament. The Shepherd of Hermas. The Septuagint, Christian Archæology. Two hours a week throughout the year.

VII.

Hebrew.—The work of the class will begin with a study of Genesis I-VIII, Harper's Introductory Hebrew Method being used as the text-book. This will be followed by further study in the Pentateuch and Psalms. Topical Essays and Discussions. Two hours a week throughout the year.

Course V or VI will alternate with VII. Course VII will be given in 1893-94, elective for students in any course.

VIII.

Greek Drama.—Sophocles' *Œdipus Colonus*. First term, two hours.

Euripides' *Ion*. Aristophanes' *Clouds*. Second term, two hours.

Aristophanes' *Frogs*. Third term, two hours.

Collateral reading in Haigh's *Attic Theatre*, Moulton's *Ancient Classical Drama* and Schlegel's *Dramatic Art and Literature*.

Open to students who have completed I-III.

Courses IV and VIII will be given in alternate years, Course IV being given in 1893-94.

IX.

The Topography of Ancient Athens. Portions of

Pausanias will be translated by the class and will form a basis for study of the topography and buildings of Ancient Athens. The subject will be fully illustrated by maps, photographs and engravings. First term, one hour.

Open to those who have taken I-II.

X.

Normal Course.—A brief course, consisting chiefly of lectures designed especially for those intending to teach Greek, but open to all who have taken I-II. Members of the class will prepare papers on subjects connected with classical study. Second term, one hour.

XI.

Greek Mythology and Art. Third term, one hour.

Open to College students in any course.

XII.

Neo-Hellenic. First term, one hour.

Lucian. Second term, two hours.

Pindar. Buchholz's *Anthologie aus den Lyrikern der Griechen*. Third term, two hours.

Elective for students who have completed I-III.

XIII.

Syriac. Two hours a term throughout the year. Studies chiefly in the Peshito version, for the purpose of gaining a knowledge of the syntax and etymology of the Syriac language, followed by readings in the Biblical Aramaic. Open to College students in any course.

In the study of the literature of the above courses especial attention is given to the acquisition of a good English style, and the ability to translate readily and accurately. Illustrative material is freely used, and special topics are assigned to individual students, from time to time, for original investigation. Exercises in sight read-

ing are frequent. In the required classes much of the class room work is carried on in Greek.

During the Fall term of 1893 a Greek Seminary will be opened, which will offer special facilities for students wishing to do advanced or post-graduate work. Courses will be arranged to meet, as far as possible, the requirements of individual students. In addition to the study of Greek Literature and History there will be instruction in Greek Epigraphy, Archæology, and Grammar, with original composition in Greek, by the student, upon historical and literary subjects.

MATHEMATICS.

The Preparatory work covers the completion of arithmetic, three terms in algebra, and three terms in geometry.

The following courses are provided in the collegiate department:

1. Advanced Algebra—two courses of *five hours each*. Fall and Winter Terms.
 2. Plane and Spherical Trigonometry—a course of *seven hours*. Winter and Spring Terms.
 3. General Geometry—a course of *seven hours*. Winter and Spring Terms.
 4. Differential and Integral Calculus, with their applications to Geometry and Physical Science—a course of *five hours*. Spring Term.
 5. Advanced Calculus—a course of *three hours*. Fall Term.
 6. Advanced Calculus—a course of *three hours*. Winter Term.
 7. Modern High Algebra, including determinants—a course of *two hours*. Spring Term.
 8. Quaternions—a course of *three hours*. Fall Term.
- Courses 1, 3, 5 and 6 may be elected by students in whose General Courses they are not required studies.

ASTRONOMY AND APPLIED MATHEMATICS.

ASTRONOMY.

1. A course of *three hours* during the Winter Term. The gaining of an accurate and comprehensive idea of the framework of the heavens is insisted upon.

2. A course of *three hours*, during the Spring Term, being a continuation of the above, in descriptive astronomy, special attention being given to modern methods and results.

3. *Elective.* A course of *three hours* per week during the entire year, including a large amount of practical work in the observatory, solar and lunar eclipses, reductions for obtaining time, latitude, longitude, etc. So far as possible, reductions are based upon the observations taken by the individual student.

Students desiring to do more advanced work will be given special direction in various lines of investigation, and will be granted free use of the observatory equipment in the prosecution of their studies.

PHYSICS.

1. A course of five hours during the Winter term in elementary work, covering Mechanics, Hydrostatics, Pneumatics, Electricity and Magnetism.

2. A course of five hours in the Spring term in Sound, Heat and Light.

3 and 4. A course of three hours in the Winter term and three hours in the Spring term, largely mathematical in treatment. The special subjects taken up are elected by the class, but the same subjects will not be usually taught in successive years, thus enabling students to cover the whole field.

5. A course of one hour in the Spring term, in Sound in its relation to music.—This is a Conservatory class.

SURVEYING.

Elective.—A course of three hours during the Spring term in practical surveying—Land, Railroad, Leveling, Topographical Plotting, Field work.

CHEMISTRY.

Required.—1. Chemistry of the non-metals three times per week, together with laboratory practice in the grouping and separating of metals and acids, two hours per day, two days each week, 1st term.

Elective.—2. Qualitative Chemical Analysis, Winter term. Laboratory practice, 2 hours each day of the week.

3. Course 2 continued, three days per week during Spring term.

4. Organic Chemistry, Fall term, five days per week.

5. Organic Chemistry, Winter term, three days per week.

6. Organic Synthesis, Laboratory practice 3 hours per day, two days per week, Winter term.

7. Quantitative Chemistry, Laboratory practice three days per week, 2 hours each day, Spring term.

8. Mineralogy, descriptive and determinative, Laboratory work two hours per day, three days each week, Spring term.

9. Ultimate Analysis, three days per week, 3 hours per day, Spring term.

10. Sanitary Science, lectures three days each week, Fall term.

11. Advanced work in the above courses will be given to students showing special proficiency.

BIOLOGY.

As preparatory to the work, a term each is given to Human Physiology and Systematic Botany. Some skill in Free-hand Drawing is of great service.

Courses.—1. Zoology. A course of four hours in the

Fall term of the Fourth Preparatory year. A foundation course that shall furnish points of reference for future work. Study from actual specimens is carried on as far as possible. Students who enter the College without Zoology should take this course.

2. Microscopy. The theory and use of the microscope as a means for investigation. Each student is furnished with a compound microscope and other appliances for the preparation and mounting of objects for study. The standard methods are indicated and the student is required to gain a certain proficiency in this practical preliminary work. Fall term, two days per week, two hours each day.

3. Principles of Biology. Winter term, three days per week, two hours each day. Text-book, laboratory work and lectures.

4. Vegetable Biology. The study of plant tissues and processes, largely by the aid of the microscope. A number of type forms are carefully worked out and some familiarity with our lower plants is gained. Three two-hour exercises per week in the Spring term.

5. Biology of the lower and simpler forms of life. Three days per week, two hours each day during the Fall term.

6. Animal Biology. Winter term, three two-hour exercises per week. Work with the scalpel and hand magnifier in study of several of the typical and grosser forms. Material is accumulated for course.

7. Histology and Biology. Three hours, Spring term. This course will also include higher microscopical theory with the attainment of critical images.

8, 9. The courses in Geology, elsewhere mentioned, should follow the work above outlined wherever possible.

While it is highly desirable that the work in Biology be taken in the order here indicated (except that course 5 may follow course 3), and while the work will proceed on

the assumption that this has been done, certain exceptions may be made upon consultation with the instructor.

In all cases course 1 must be taken first and course 2 must precede all that are later, except courses 8 and 9.

Students who show special proficiency will be encouraged to continue the work and will be offered all possible facilities in its prosecution.

GEOLOGY.

1. Dynamical and Structural, Fall term, four hours per week.

2. Historical, Winter term, three hours per week.

HISTORY.

I. Advanced European History. 1453—1715. Four hours; first term (Sophomores, required).

II. European History. 1715—1815. Three hours; second term (Sophomores, required).

III. European History. 1815—1878. Three hours; third term (Sophomores, required).

IV. Political and Constitutional History of the United States. 1781—1817. Three hours, first term (elective to Juniors and Seniors).

V. Political and Constitutional History of the United States. 1817—1845. Three hours; second term (elective).

VI. Political and Constitutional History of the United States. 1845—1876. Three hours; third term (elective).

VII. Studies in the Constitutional History of England. 1066—1603. Three hours; first term (elective.)

VIII. Political and Constitutional History of England. 1603—1783. Three hours; second term (elective.)

IX. Political and Constitutional History of England. 1783—1892. Three hours; third term (elective).

ECONOMICS AND POLITICS.

I. General Theory of Political Economy. Four hours; first term (elective).

II. Investigation of recent theories of distribution. Practical problems. Three hours; second term (elective).

III. Research Course. Two hours. Topics for 1892-3 and 1893-4 will be selected from the following: Financial History of the United States, Silver Question, Money and Banking, History of the United States Tariff, Economic History since 1763, Socialism, Co-operation, Taxation. First and third terms.

IV. Philosophy of the State. Three hours; first term (elective).

V. Political Science and Comparative Constitutions. Three hours; second term (elective):

VI. Political Institutions in the United States. Three hours, third term.

VII. *Constitutional Law of the United States. Three hours; third term (elective).

VIII. *International Law. Three hours, third term. Courses marked * given in alternate years.

DEPARTMENT OF ENGLISH.

The tabulated courses contain a statement of the general work in this department. After the elementary courses in English and American Literature and in Rhetoric and Composition have been creditably taken the following advanced work is offered: A course in Rhetoric, in which the laws of Mind, of Idea, and of Form are philosophically discussed. Composition and critical readings from good authors are required in order to call out the practical side of the discussions. An advanced course in the history of English Literature, covering two terms' work. The course is designed to show how history affects literature and language; hence the various periods of the formation of the English Literature and language are taken up and critically studied in their relation to philosophy, religion and politics. Special attention is given to the characteris-

tics which mark the changes from one period to another, and to the introduction and rise of new features.

One year is given to the study of Masterpieces, the Fall term is given to English miscellaneous masterpieces, the Winter term to Shakespeare's plays and the Spring term to American masterpieces. The work is closely allied to research work and is for advanced students only. Each student is required to write an essay and a critique. The work is designed to develop the power of literary criticism; hence the essay will be a criticism on the masterpiece assigned to the student. Forty-five minutes are allowed for the reading of the essay, after which it is deposited with the instructor and becomes the property of the library. The masterpieces are informally and critically discussed in the class room, and a lecture of one hour delivered on each of them.

The following is the outline:

RHETORIC.

1. Elementary Rhetoric and Composition. 5 hours per week. Fall term.

2. Science of Rhetoric. Advanced Course. 3 hours per week. Fall term.

Course 2 is continued through the Winter term two hours per week.

ENGLISH LITERATURE.

Required.—1. Study of authors with associated history, with the reading of selections from each author. 4 hours per week. Fall term.

Elective.—1. History of English Literature. 3 hours per week. Fall term.

2. Course 1 is continued through the Winter term 3 hours per week.

3. English Masterpieces. One 2 hour session and one 1 hour session per week. Fall term.

4. Shakespeare. One 2 hour session and one 1 hour session per week. Winter term.

AMERICAN LITERATURE.

Required.—1. Study of authors with associated history and readings. 3 hours per week.

Elective.—2. American Masterpieces. 2 hours per week. Spring term.

PHILOSOPHY.

Required.—I. Psychology—Method, by lectures and daily examination of standard authors.

Analysis of Mental Phenomena and Faculties specially insisted upon—first half of the year.

II. Logic—Inductive and Deductive—the identity of fundamental principles explained, and the special office of each form of Logic given. For outlines of the subject, Jevons or Hyslop; for fuller study of special subject, Mill, Lotze, and other authors—half a year.

Elective.—III. History of Philosophy.—This must be preceded by Psychology in order that there may be a standard of Philosophy in the mind of the student with which to compare the theories advanced by the different Schools. A thorough analysis of each School will be presented, with the two-fold aim of learning the History of Philosophic Thought, and determining what is true in the different systems studied. The first half of the year—several works used.

IV. Moral Science.—The fundamental principles will first be considered, then their application to human life. This study follows Psychology, and is pursued in the latter half of the year. One term—Calderwood, Porter, and other authors included.

V. Theism—Bowne used as a text book—taught during the Spring term.

VI. Evidences of Christianity—a careful scrutiny of

the several classes of evidence relied upon, with the study of the bearing of the same on the question of a divine revelation as appearing in the Bible.

FURTHER COURSES OF STUDY.

CONSERVATORY OF MUSIC.

PIANO.

GRADE I.—Foundation studies by Emery, Matthews' twenty lessons to a beginner, studies by Gurlitt, Kohler, Biehl, Loeschhorn.

GRADE II.—Kohler, Op. 50. Duvernoy, Op. 120. Loeschhorn, Op. 65. Doring, Op. 8, Book I.

GRADE III.—Bertini, Op. 29. Loeschhorn, Op. 66, Book I. Heller, Op. 47. Kohler, Op. 60. Doring, Op. 8. Mohr, Books I and II.

GRADE IV.—Loeschhorn, Op. 66, Books II and III. Berens, Op. 61, Book I. Kohler, Op. 128, Book 1. Heller, Op. 46. Mohr, Book III.

GRADE V.—Loeschhorn, Op. 67. Heller, Op. 16. Kohler, Op. 128, Book II. Berens, Op. 61, Book II. Schmidt, School of Velocity.

GRADE VI. Cramer's Studies. Loeschhorn, Op. 118. Reinecke, Op. 121. Bach's Inventions. Harmony. Musical History.

GRADE VII. Cramer's Studies. Chopin. Op. 10. Moschelles, Op. 70. Kessler, Op. 20. Clementi—Harmony. Musical History.

Text Books—Parker, Jadassohn, Ayer's Counterpoint.

ORGAN.

1ST YEAR—Dr. Stainer's Organ Primer. Whitney's First Six Months on the Organ. Thirty Progressive Studies by Best. Op. 33.

2D YEAR—The Art of Organ Playing by Best, Part I. Studies in Pedal Phrasing, Dudley Buck. Op. 249, Book I. Thayer's Pedal Studies. Selected pieces by various composers.

3D YEAR—The Art of Organ Playing by Best, Book II. Lemmon's Organ School, Part II. Sonatas by Mendelssohn and selected pieces by Buck, Eddy, Haupt, Thayer, and various composers.

4TH YEAR—Bach Fugues, Sonatas, Preludes, and Concert pieces by modern composers.

VIOLIN.

1ST YEAR—Violin Primer by Tours. 1st Book of Etudes, Kayser. Etudes Speciales, Herrman. Easy pieces.

2D YEAR—Violin Technic, Schradick. Violin Scales, Schradick. Etudes, Kayser. Pieces adapted to that grade.

3D YEAR—1st 20 Etudes, Kreutzer. Etudes Brillantes, Alard. Concert pieces, etc.

4TH YEAR—Etudes, Kreutzer. Etudes and Compositions by Wieniawski, DeBeriot, Raff, Viotte, etc. Harmony and Musical History.

COMMERCIAL DEPARTMENT.

FALL TERM.	WINTER TERM.	SPRING TERM.
Book-keeping and Business Practice. English Grammar. Penmanship. Commercial Arithmetic. Correspondence. Spelling.	Book-keeping and Business Practice. English Grammar. Penmanship. Commercial Arithmetic. Commercial Law. Spelling.	Book-keeping and Office Work. Commercial Geography. Penmanship. Commercial Arithmetic. Civil Government. Rapid Calculation.

SCHOOL OF PAINTING.

FIRST YEAR.	
FIRST TERM. —Freehand outline from cards, chart and blackboard lessons 1-5	
Dictation lessons of right line figures and simple curves. Linear drawing, with definitions in Plane Geometry.....2-5	
Oil Painting in monochrome from simple design... ..2-5	
SECOND TERM. —Drawing from more advanced copies, flat examples. Memory and dictation lessons... ..1-5	
Object lessons illustrated by drawings, etc.....1-5	
Shading from flat and simple objects in Charcoal.....1-5	
Painting in Oil from simple designs.....2-5	
THIRD TERM. —Freehand outlines of ornaments and objects.....1-5	
Drawing and shading from objects or casts.....1-5	
Freehand drawing and map drawing with memory and dictation lessons; in class three hours weekly.	
Painting in oil from flat examples.3-5	
SECOND YEAR.	
FIRST TERM. —Design in Geometric forms.....1-10	
Dictation lessons in Crayon drawing, viz: at least two examples finished to absolute shading...1-10	
Painting from examples dictated, viz: from flat examples or objects.....4-5	
SECOND TERM. —Model and object drawing.....1-5	
Linear Perspective, shades and shadows, by instruments, in class, three hours weekly.	
Harmony and mixture of colors	
(with text, Dresser and Von Bezold).....1-5	
Design from natural foliage, and painting in Oil from natural objects and still life.....2-5	
Pen drawing for Photo-engraving1-5	
THIRD TERM. —Shading in chalk and color and India Ink.....1-5	
Painting in Sepia, Neutral tint, and Water Color.....2-5	
Prescribed reading on Painting, Sculpture and Architecture...1-5	
Portrait in Crayon.....1-5	
THIRD YEAR.	
FIRST TERM. —Complete Mechanical drawing by instruments. In class. Four hours weekly. Historical lessons in Ornamental design, (text, Dresser).....1-5	
Painting in Oil. Broadhand painting from natural objects..4-5	
SECOND TERM. —Art History and Biography.....1-10	
Painting from Nature 9-10	
THIRD TERM. —Drawing and shading from Human Form...1-5	
Prescribed reading on Art.....1-5	
Portrait in oil... ..8-5	
FOURTH YEAR.	
FIRST TERM. —The Renaissance in Painting in Italy, and the early methods and masters...1-5	
Painting from Life and Nature..4-5	
SECOND TERM. —Modern European Art.....1-10	
Selection, Composition and Design. Animal and Landscape painting.....9-10	
THIRD TERM. —Contemporary Art. American Art and Artists.....1-10	
Painting from Nature, Animal, Landscape and Figure... ..9-10	

The numeral 1 stands for the complete work of a term, hence 1-5 stands for one-fifth of a term's work, etc.

EXPENSES IN THE VARIOUS DEPARTMENTS OF THE INSTITUTION.

Rates of Board.—The institution does not *conduct a boarding hall*, but the students make arrangements for board at figures as moderate as college boarding halls ever charge, and, as a rule, obtain *board of a better quality* than is ordinarily procured on the old plan. *Table board* in private families usually costs from \$2.25 to \$2.50 a week. A large number of students organize *boarding clubs*, enabling them to reduce the rate to \$2 or \$1.75 per week. This is now quite a popular method of providing for board. There are other students who *board themselves*, expending perhaps one-half the cost of club board, and some even less.

Furnished rooms can be rented usually at *fifty or seventy-five cents a week* for each student.

The following is a schedule of charges made by the Institution. It will be seen that for *literary work* there is *no tuition*.

PREPARATORY SCHOOL,

Tuition.....	Free
Incidental fee.....	\$6 00

ACADEMIC DEPARTMENT.

Tuition.....	Free
Incidental fee.....	\$6 00
Matriculation fee, if College studies are taken, paid but once.....	5 00

COLLEGE.

Matriculation fee, paid but once.....	\$5 00
Tuition.....	Free
Incidental fee per term.....	6 00
Graduation fee.....	5 00.
Commencement expenses for each candidate for graduation.....	5 00

Students in Chemistry deposit at the opening of the term, to cover cost of material used 4 00
 Students in Biology and Microscopy deposit 2 50
 If balance to their credit at the end of the term, it is refunded.

CONSERVATORY OF MUSIC.

Matriculation Free
 Instruction in Chorus Class Free
 Instruction in rudiments of vocal music, per term . . . \$1 00
 Incidental fee, per term 3 00

PIANO OR ORGAN.

Tuition, in class of three, per term, twice a week, one hour each \$12 00
 Tuition, in class of two, per term, twice a week, one hour each 15 00
 Tuition, private lessons, twice a week, per term . . . 20 00
 All music students are taught theory without charge.

HARMONY.

Tuition, once a week, per term \$4 00

VOICE CULTURE.

Tuition, class of two, per term, one lesson a week, 45 minutes each \$ 5 00
 Tuition, private lessons, once a week, per term, 45 minutes each 8 00
 Tuition, private lessons, once a week, per term, 30 minutes each 6 00
 The same twice a week 12 00

VIOLIN, CELLO, ETC.

Tuition, one hour a week, per term \$9 00
 Tuition, one-half hour a week, per term 6 00

CORNET, CLARINET, FLUTE, GUITAR, ETC.

Tuition, one hour a week, per term \$6 00

ORCHESTRA AND BAND.

Tuition Free

TEACHERS' CLASS.

Tuition.....\$3.00

Graduating Diploma.....\$3 00

Use of piano or organ, per hour, for term..... 2 00

Commencement expenses to each candidate for graduation..... 3 00

When literary studies are taken in connection with music, an *additional* Incidental fee is charged of. 3 00

It will be seen that *class rates are much cheaper than private lessons*, and until the student reaches the graduation year the instruction in many respects is as profitable as by private lessons.

To students receiving instruction on the piano or organ *in elementary work* 25 per cent. is deducted from the foregoing rates for private lessons.

SCHOOL OF PAINTING.

Incidental fee, per term.....\$ 3 00

Tuition in oil painting, water color, India ink, etc., per term..... 20 00

Single lessons..... 0 50

China painting, or other purely decorative work—single lessons..... 0 60

When literary studies are taken in connection with painting an *additional* Incidental fee is charged of. 3 00

Graduating Diploma..... 3 00

Commencement expenses to each candidate for graduation..... 3 00

In no case does the incidental fee exceed \$6.00 per term, though the student may be pursuing *studies in several departments* at the same time.

It will also be seen that *no tuition* is charged for instruction in literary studies, tuition being required only for

instruction in music, painting or commercial studies.

It will also be perceived that the charges for instruction in music depend on the class to which the student belongs, and the amount of instruction received. The schedule of prices ranges all the way from \$4 to \$20 or \$30 a term. It is at the *option of the student*.

COMMERCIAL DEPARTMENT, SHORTHAND, ETC.

Tuition, full course, including all studies, except Typewriting and Shorthand:

First term, in advance.....	\$20 00
Second term, in advance.....	17 50
Third term, in advance.....	12 50

Besides the regular course there will be classes to accommodate those from other departments who wish to take special work in this department, as follows:

Book-keeping, per term, five hours a week.....	\$ 6 00
Book-keeping, per term, three hours a week.....	5 00
Penmanship, per term, five hours a week.....	4 00
Penmanship, per term, three hours a week.....	3 00
Commercial Arithmetic, five hours a week.....	4 00
Commercial Law, three hours a week.....	4 00
Shorthand and Typewriting, per term.....	15 00
Typewriting alone, per term.....	5 00
Shorthand and Typewriting, supplemental to full course, for those who desire to do this work, per term.....	10 00

GYMNASIUM.

Instruction in Gymnastics and use of Gymnasium, including baths.....	Free
Medical Examination.....	\$0 50

METHODS.

The introduction of a large amount of elective work in the College of Liberal Arts has led to some decided changes in our methods. The work of the earlier years is carried forward largely by means of recitations. In some of the departments the lecture system is used to a considerable extent. But there are results which cannot be well wrought out on either of these lines. The student must do much more than show that he has faithfully studied a text-book, or attentively listened to a lecture given by a Professor. Many authors need to be consulted, special inquiries prosecuted, original investigations made, the head of the department guiding rather than teaching, so that the student may gain efficiency as an independent thinker or searcher after truth. A part of this work is carried forward through a

SCIENCE ASSOCIATION.

This was organized two or three years ago. The Association is divided into sections devoted respectively to Natural and Physical Science, to Language and Literature, to Political and Social Science, etc. The sections meet separately each week for an hour and a half for a presentation of reports on the latest books and periodicals, and for the reading and discussion of original papers. Provision is made for a general meeting of the whole association once in each month. The membership consists of students (mainly from the upper classes), members of the Faculty, resident graduates, and such other residents as may be interested in and prepared for the work. This association has already proved of great value in stimulating students and teachers to keep

up with the latest work being done in the various fields of study, in providing opportunity for the fuller investigation of subjects which can be little more than touched upon in the class-room, and in giving to all practice in that thorough and independent working-up of special topics which is necessary in the future work of those who enter the learned professions. The research work upon which we have for sometime laid stress will in the future be carried on mainly, though not fully, through this association. It is intended to organize sections in connection with all of the more advanced work of the institution. We have been gratified to find that all earnest students deem it a very desirable thing to gain membership in the association. They are put on a more independent plane of scholarship, and acquire facility in the higher realms of work.

SUGGESTIONS ON COURSES OF STUDY AND LINES OF WORK.

Colleges are continually making changes in their courses of study. The problem as to the most perfect curriculum for the student is a very difficult one to solve, practically perhaps it cannot be fully solved. For this there are many reasons. The intellectual needs of no two persons are strictly identical. We start out in life's battle with unlike native talents, with mental energies subject to unlimited personal shadings. Individuality means that each stands alone. No perfect system of education takes the young as a mass, seeking to fashion them all alike. Hence it is apparent that the wide departure in college methods from the rigid single-track movement of years ago is profoundly philosophical. Institutions of learning are meeting an intellectual demand that is imbedded in our natures by providing several parallel courses all leading to a degree, to be taken at the option of the student. Revisions,

hence, have been wisely made, and each year witnesses improvement.

Another reason for frequent changes in a college curriculum is found in the constant discovery and unfolding of truth. The amount of material fitted to be placed in a college course is rapidly increasing. The last twenty-five years have brought within our reach, and crowded upon our attention, fields of knowledge of the highest value, and which the college student should traverse. Therefore modifications will, in the interest of rational scholarship, continue to be made year by year.

The foregoing statement shows the reasonableness of provisions for elective work. It would be unwise to force all students through college on the same track. This would be in utter disregard of individual traits and interests. Again, the new fields that are being opened are connected by special avenues with the different occupations and professions; in other words, they have unlike professional values that should not be disregarded. The young man when he enters college may, indeed he ought to, ask the question how his studies will bear on his life work.

Aside from wide elections offered in them all, Albion College provides five general courses which prepare for different degrees. That which characterizes the Classical course is that Latin and Greek are required as leading studies. In that respect this is the traditional course; formerly colleges supplied no other. It does not now occupy the entire field as in earlier days; yet most persons are willing to admit that the languages render a form of service which no other lines of study so fully afford. In addition to the knowledge we gain of the English by the study of the languages which so largely enter into its composition, it is evident that as we think through language we are able to carry forward our intellectual operations

more easily and deeply by becoming accurate and profound linguists.

There are the best of reasons for the prominence Physical Science now occupies in college work. This is, as compared with the past, a scientific age. Nature is a special field of study in these days outside of college halls, through purely scientific associations for the sake of the truth, or individual or corporate labor for greater efficiency of the arts. Colleges cannot afford to be indifferent as to the trend of our civilization, and they must give much more attention than formerly to this department of truth. Historical studies are at the present time given much prominence in the college curriculum. All history is being re-written. Original documents are being sought out, studied and compared, and new light thrown on the movements of the race. College libraries and college lecture-rooms should lead the student into this exceedingly important domain. Associated with this, and as a vital part of it, we have Economics, Political Economy and Political Science, the principles and functions of government, the social problems which inhere in our life, what we are on the social side and what we ought to be. The Schools of Higher Learning see the need of these themes as topics of study and are shaping their courses accordingly.

There is more to be done than can be compassed in the four years of under-graduate college life. The question which every thoughtful student raises when he enters college, or as he commences his preparation for college, is this, What of all the work the college offers is it best for me to prosecute? Some do not find it easy to master the languages. If a person can commence his preparation for college at a comparatively early age we would advise that Latin and Greek, or at least one of these languages, be taken and studied exhaustively. The candidate for the ministry should by all means gain a knowledge of the

Greek. For any profession Latin is of great service. The culture of the intellectual powers is promoted by any line of study if prosecuted with thoroughness. To answer wisely the question, What course shall I take? there is a personal element that should enter into the case. It is well to take into the account our age as we take up college work, such mental peculiarities as we find ourselves to possess, the amount of time we can spare for particular branches, our aims in life, what we would like to do, and what we are best fitted to do—our inclinations, our talents, and our opportunities. But whatever we choose, nothing can be a substitute for thoroughness. Two years of thorough college work is worth more than four years of superficial reading. The college of to-day offers advantages immeasurably superior to the college of half a century ago, but these are profitless unless the student is correspondingly earnest in seeking a mastery of what he undertakes.

GRADUATION.

Persons are granted the honor of graduation from the institution upon the satisfactory completion of some prescribed curriculum of study. Four *Bachelor degrees* are given in the

COLLEGE OF LIBERAL ARTS.

Bachelor of Arts [A. B.] is conferred on all who complete the Classical course.

Bachelor of Philosophy [Ph. B.] is conferred on all who complete the Latin Scientific or the Greek Scientific course.

Bachelor of Science [B. S.] is conferred on all who complete the Scientific course.

Bachelor of Letters [B. L.] is conferred on all who complete the Letters course.

Two Bachelor Degrees are conferred at the completion of certain other courses:

Bachelor of Music [B. M.] is granted at the completion of a certain course in Piano music carried forward in connection with a prescribed amount of literary work.

Bachelor of Painting [B. P.] is granted at the completion of a prescribed course in painting and literary work.

DIPLOMAS.

A graduating diploma is given to the student completing the course of seven grades in Piano music.

A graduating diploma is granted to each student completing the four years' course in the theory and art of Painting.

A diploma is granted to each student completing either the general business course or the short-hand and type-writing course in the commercial department.

The above degrees or graduating diplomas are granted only on satisfactory examination, and payment of the regular fee; and the name of no student will be presented by the Faculty to the Board of Trustees for graduation till he has submitted to the Faculty the receipt of the Secretary for the payment of all dues, including the fee for diploma.

MASTER'S DEGREE.

The degree of A. M., Ph. M., M. S., or M. L., unlike that of LL. D., or D. D., is, in theory, not honorary, but a voucher for the recipient's actual and ascertained progress in some special line of post-graduate work; while in practice these degrees have been almost universally conferred by American colleges without any reference to the prepara-

tion or fitness of the candidate. During the last twelve or fourteen years, however, there has been a general movement toward the correction of this evil; in harmony with which movement, the Board, in 1879, passed a series of resolutions which furnish the basis for the following regulations:

1. Graduates from the College of Liberal Arts of *any year previous to 1880*, of three or more years' standing, who have been engaged for three years in literary or scientific pursuits, will be recommended for the Master's degree, upon written application and the payment of the regular fee of five dollars.

2. Any person graduating *subsequently to the year 1879*, may obtain the Master's degree by either of two methods, viz:

(1). *One Year of exclusive study in Albion, or*

(2). *A three years' course of reading pursued in connection with other occupations.*

3. *A candidate electing either of these two methods will be required, (1) at the beginning of his course* to elect, with the advice and approval of the Faculty, one principal and two subordinate lines of study; (2) *at least one month* before recommendation for the degree, to pass a satisfactory examination upon such work in each of the three lines as may be specified by the Faculty; and (3) *at least two months* before recommendation for the degree to present a thesis upon some topic approved by the Faculty in his principal line of work.

4. In the case of one-year candidates, *residence in any college town* or other place furnishing facilities for special study, such as libraries, museums, etc., will be accepted in lieu of actual residence in Albion; provided always, that all other conditions herein stated are rigidly complied with.

5. *In no case* will the candidate be recommended for the

degree before he shall have paid in the regular fee of five dollars.

The plan followed by the student will embrace *one principal line of study*, and *two subordinate lines*. This work can be done in any of the departments represented in college courses, or ordinary post-graduate lines of study, embracing also the leading questions of the day.*

COMMERCIAL DEPARTMENT.

The object of this department is two-fold:

1. It gives to all who may wish to engage in business pursuits an opportunity to fit themselves in the most practical manner possible.
2. It affords an opportunity to all students at their option to take some commercial studies as a part of any literary course, and receive credit for the same.

The benefits of a business education are becoming more apparent each year. The rapid increase in our population is causing a corresponding growth in our commercial transactions. This increased activity in business circles must necessarily open the way to many a young man and woman for a successful entrance into the active duties of life. The first question that every thoughtful young per-

*NOTE.—Any person desiring to become a candidate for either of these degrees will at once communicate with the Secretary of the Faculty, stating the line he would prefer to work in, his present occupation, his facilities in the matter of libraries, etc., etc., when the Faculty will determine, as nearly as possible in accordance with the applicant's inclinations, the studies to be pursued, prescribe the books to be used, etc., etc. As the work will be entirely elective, no specific course can be laid down; but in general it may be said that the candidate will be expected to work in the subordinate lines as a general student; in the principal line as a specialist.

son will ask is, How may I best fit myself for success in life? The answer, Educate yourself.

Whatever you may choose as your life work, there is no question but that a practical business education will be of value to you.

One reason why so many commercial school graduates are not fitted for work is because of the short courses which so many schools present. Two or four months is not time enough. Practice makes perfect, and it requires a great deal of it at that. The business course here is designed to cover a period of nine months. In its preparation we have had in mind not simply a trained book-keeper, but it has been arranged with the aim of developing the capacity of the student by a thorough course of training. We impart a knowledge of the laws which govern business transactions; a knowledge of civil government, grammar, mathematics, correspondence, penmanship, business forms, etc.; and thus by a broad and systematic training our students will be more successful men and women, and worthier citizens of our country.

By some the course can be finished in less time. This depends upon the ability, experience and application of the student.

Anyone with sufficient ability to pursue the prescribed studies can enter at any time and take any study he desires; but as some of our classes are formed anew at the beginning of each term, it will be to the student's advantage to enter then, if possible to do so.

For course of study see page 100.

BOOK-KEEPING.—This subject is given the prominence in the school which it demands by its importance as a

NOTE.—*Beginning Classes* in book-keeping and penmanship are formed at the commencement of each term; beginning classes in the other branches are formed at the commencement of terms in which they do not regularly occur, when there is sufficient demand for them.

branch of business education. The student is first given work in the THEORY DEPARTMENT, where he is taught the principles of single and double entry book-keeping by means of text book work, class recitation, talks and black-board illustrations. After he has become familiar with the theory he is given work in

BUSINESS PRACTICE

which illustrates the principles of actual business and gives the student an opportunity to apply the knowledge acquired in the theory department. He uses no text book, but conducts personally a business on his own account, and is thrown entirely on his own resources. What he learns here by experience he will never forget. The system is so arranged that there are no two sets of books in the school that are alike, and hence there can be no opportunity for copying results. By this method the student is taught to think and act for himself, consequently his powers and capabilities are developed to a remarkable degree.

Upon entering this department the student is furnished with all the blanks and printed stationery necessary for the transaction of business. □ Aside from the set of books, the following business forms will be used during the Course: Notes, Drafts, Receipts, Checks, Bill Heads, Shipping Invoices, Certificates of Deposit, Stock Certificates, Deposit Slips, Insurance Policies, Bills of Exchange, Account Sales, Statements, Deeds, Mortgages, Leases, Bills of Sale, and in fact every form ordinarily used in business. Our merchandise has a given value. He buys from the student merchants and finds in the commercial exchange customers for all the goods he may have to sell. He is shown how properly to fill out the various forms, make the different entries, correctly post the same, make out statements and close the Ledger. He goes through this process several times, until he becomes familiar with it and is able to finish

a set without help. He is also compelled to do some work which will enable him successfully to handle large numbers in trial balances. This work necessitates the use of a Bank, Wholesale Office, Commercial Exchange, etc. These offices are in charge of advanced students and are provided with large blank books and all necessary articles for transacting business.

Business Arithmetic.—To be quick and accurate at figures is an accomplishment that all should possess. For this reason considerable prominence is given to this subject in our course, and aside from the regular text book work we endeavor to make the student proficient in this direction by means of class drills in rapid calculations and short methods.

Commercial Law.—We do not aim to make lawyers of our students, but we do endeavor to give them such a knowledge of law as will enable them to transact ordinary business with intelligence. The subjects to which special attention is given are Contracts, Negotiable Paper, Agency, Partnership Shipping, Insurance, Liens, Real Estate Conveyances, etc. The laws in regard to these subjects are of such importance to the business man that he should have a knowledge of them.

Grammar and Correspondence.—To be able to write a business letter which is well worded, and the parts of which are properly arranged, is one of the important items in a business man's education. The student is instructed and drilled in the form and composition of all kinds of business letters.

Civil Government.—The student receives thorough instruction in this very important branch, without a knowledge of which no man is competent to assume the duties of citizenship.

Business Writing.—We teach a plain, rapid, bold business

hand, such as is called for in correspondence and book-keeping work. We aim at neatness, legibility and rapidity, to the total exclusion of all superfluous lines and flourishes. We are also prepared to accommodate any one desiring to do work in ornamental penmanship.

Spelling.—A word misspelled will greatly tend toward lowering a person's educational standing in the estimation of a refined and experienced man.

In teaching spelling we use a series of lessons forming a complete collection of difficult common words, with definitions, pronunciations, and rules concerning capitals.

SHORTHAND AND TYPEWRITING.

The full shorthand course includes *shorthand*, *typewriting*, *correspondence* and *spelling*.

Shorthand.—In the Commercial Department the Eclectic Shorthand is employed. We endorse the following propositions which, though prepared by its special advocates, we insert in the Year Book:

1. IT IS THE BRIEFEST. 3. IT IS THE EASIEST TO WRITE.
2. IT IS THE SIMPLEST. 4. IT IS THE MOST LEGIBLE.

PROP. 1.—In December, 1880, *Browne's Phonographic Monthly*, then the leading stenographic journal, published comparisons of twenty-five of the best systems in existence, giving the writing in all the systems, of a stanza of five lines. The Eclectic writing of the stanza contained, by actual computation, 14 per cent. less than the briefest of the others (Graham's), and 40 per cent. less than the longest (Lindsley's) and was 30 per cent. briefer than the average of all of them; *hence the briefest system*.

PROP. 2.—It is the only system of the twenty-five which is based on the English alphabet. It contains less than fifty word signs, and has no exceptions to rules; *hence the simplest system*.

PROP. 3.—*It is the only system of the twenty-five which*

dispenses with vertical characters, writing with characters in three directions instead of four, and the only system of connective vowels similar in form to the consonants and, with a single exception, the only light line system; *hence the easiest system to write.*

PROP. 4.—It is the only system of the twenty-five that makes as free use of vowels as of consonants, and while writing words with less strokes, *still by its principles writes words more fully and with less memorizing of word signs than any other of the twenty-five.* It also has no vertical strokes to become confounded in rapid writing with similar oblique characters; *hence the most legible system.* The average time necessary for the completion of amanuensis course, about four months; reporter's course, longer.

Typewriting.—Our students have the use of Remington and other standard machines; the best in the market to-day.

DIPLOMA AND POSITIONS.

Upon the satisfactory completion of the prescribed business or shorthand course, the student is granted a diploma. We do not guarantee positions to our graduates—no honorable school will do this—but we always take pleasure in recommending or aiding a worthy student, who is well qualified, in every effort to secure a situation. There is an increasing demand for amanuenses and book-keepers who are willing to work, and one who thoroughly prepares himself is almost sure of obtaining profitable employment.

Special Advantages.—This school being one of the departments of Albion College, it possesses several advantages not to be found elsewhere. The students all meet together once each day for chapel exercises. The benefits to be derived from attending the college literary societies are inestimable. Some of the best musicians and most eminent lecturers may be heard here each term. The college

library, containing over *nine thousand* volumes, may be used by all students. Fully equipped gymnasium open to all students. Students taking a full course may pursue any study in the regular literary course free of charge.

For rates of tuition see page 105.

Books and Stationery.—The books and stationery required for the entire course will cost \$10 or \$12.

We request all persons who contemplate entering a school of this kind to visit Albion College, see the Principal and teachers, inspect the workings of the school, or write us before entering any similar institution. Visitors are always welcome.

For any further information concerning this department address Chas. L. McClellan, the Principal.

CONSERVATORY OF MUSIC.

The work done in this department consists principally of instruction on the Piano, Organ and Violin, instruction in Vocal Music, in Harmony, and Voice Culture.

Piano.—It is the chief aim of the Conservatory to teach both the Science and the Art of Music in such a thorough and systematic way that they shall be, *what so often they are not, of available and practical use* to the student after having completed a course. Great care is taken to secure a correct technique; also a proper position of the person, hand and arm while the pupil is seated at the instrument.

Careful attention is given to the development of the muscles of the hand and fingers, and in acquiring flexibility of fingers, wrist, etc. In short, the methods which have for so many years made the German Conservatories

famous, are strictly adhered to. Much time is given to the cultivation of a taste for the best forms of classic music.

The Course in Piano Music consists of *Seven Grades*, each based upon such studies and selected pieces as form the standard of the various degrees of proficiency at the best institutions of a similar kind. Upon entering, each student will be examined and graded accordingly, while promotion is not limited by time, but depends entirely upon the progress of the student. A student of ability can, with proper application, almost finish the first three grades in one year. In most cases four years will be sufficient to complete the course. It is advisable that students should begin music with the determination of completing at least a certain part of the course, if not the whole.

Instruction is given, both in *private lessons* and by "*class-teaching*", according to the preference of the student. The classes consist of either two or three pupils.

Pipe Organ.—Every facility for systematic and thorough instruction to acquire a mastery of all kinds of organ music is afforded the student, and a large pipe organ is at the disposal of the Conservatory. A knowledge of harmony is indispensable to successful organ study. Students are advised not to begin the study of the Organ until they have finished the 4th grade of Piano.

Violin.—A regular progressive course is laid out which is pursued in the Conservatory. Classes also are formed for ensemble playing, which enables the student to become familiar with the best compositions of Violin literature, and also offers opportunities of playing at the Recitals and Concerts of the Conservatory.

Orchestra.—As a part of the educational facilities of the Conservatory, there is also maintained, in efficient organization, *a complete Orchestra*. In this orchestra there are at present nearly fifty performers. These consist principally

of students in the College, but some of the members reside in the city of Albion and have been connected with the orchestra for years.

Although orchestral music is generally transferred to the piano, yet the full effects of the Orchestra cannot be given by that instrument. Orchestral music is written in a special form and character, both to embody the idea of the composer, and also with reference to the instruments that are to express and interpret that idea. These instruments have a tone-color peculiarly their own, which is lost by transference of the music to the piano. *The Orchestra thus opens to students of music an entirely new field of instruction and culture which is of great value.* It is, however, only the more advanced scholars who can advantageously avail themselves of its benefits, and only these, therefore, are allowed to become members.

Vocal.—Important changes have been made in the Vocal Department. Especial attention will be given to the development of the voice, having special reference to a proper method of breathing, proper emission of tone, and accurate attack of pitch.

By referring to the list of students in *voice culture* it will be seen that this department is rapidly growing. Very many students who enter upon the study of the principles of vocal music, or join the chorus class, come to appreciate the desirableness of special voice training. All who desire to fit themselves for singing in church choirs, for teachers of vocal music, or for professional singing in any capacity, can here obtain the instruction and culture desired.

For all students desiring to study the principles of Vocal Music *rudimental classes* are organized, continuing through the year—the tuition for such instruction being merely nominal—to provide music for the most efficient movement of the class. After completing the study of the

rudiments the students are admitted into the *general chorus*, in which there is no tuition. The work of the chorus consists of the rendition of the higher forms of vocal music.

A model or juvenile class in vocal music has been formed, so as to prepare young persons for more extended study of music when they enter regularly upon the work of the conservatory. These young persons are thus preserved from contracting erroneous methods which would impair their progress in the future. A slight charge only is made for such instruction, as the conservatory expects to reap benefits in another form from this work in the future. These children are not catalogued in the Year Book.

All music students are organized into a *Theory Class*, which meets each week for special instruction.

Students intending to teach music receive thorough instruction in the *art of teaching*, a special class being organized for this purpose.

During the year there are *several Public Recitals* which are especially intended to improve the taste for, and promote the appreciation of, the best masters. Haydn, Mozart, Beethoven, Bach, Mendelssohn and Schumann furnish the broadest subjects to express the depths and grandeur of musical conception. The students are required to take an active part in these exercises. Also recitals are given at the College by some of the most eminent musicians of Boston and other eastern cities, so that the student shall not fail to come into relation with the highest power of the art of music.

Aside from the regular lessons, there is a *weekly drill of the entire Conservatory* in the catechism of music. At these gatherings instruction is given which there is no time to impart in connection with individual or class lessons. There are also weekly rehearsals to drill and fit for public playing. The student thus gains confidence, his faults are

corrected, and he is prepared to use to the best advantage the knowledge acquired.

Harmony.—The importance of this branch of study need hardly be enlarged upon. It treats of the construction, entrance and progression of chords according to established rules. It is subdivided as follows: Formation of scales, Intervals, Triads and Seventh chords with their inversions and resolutions, Cadences, Altered Chords, Modulations, Suspensions, Passing and Changing Notes, Organ Point, and Harmonization of given Melodies.

TEACHERS' TRAINING CLASS.

We desire to call attention to a new branch of study in this department, which we feel will be of untold benefit to our patrons, and which already gives promise of becoming a most important line of work. We refer to the *Teachers' Training Class in Public School Music*. The aim of the department is to prepare students to teach Public School Music. This requires a special line of work, and as every day the demand for teachers of this class increases, we feel that we are meeting one of the needs of the hour in adding this branch to our curriculum. Music is fast taking its rightful place in our Public Schools, as educators all over the country are beginning to recognize the fact that it not only develops the mental faculties, but its larger influence is in developing the moral and mental sensibilities, the æsthetic faculties in full, and the finer emotions.

The Whiting System is taken as the basis of study, because we believe it is one of the best. The work is most carefully graded, the music is of a high order, the pupils have new work placed before them with every change of grade, so that they do not weary of old work. But we aim to make the work so broad that the students shall be able to teach any system successfully.

We do not guarantee positions to those taking this

work, but we have from time to time a good many applications for teachers, and we have no doubt that we can assist most of them to good, remunerative positions.

Courses.—The courses adopted for the study of music in connection with the Piano, Organ, and Violin will be found on pages 99-100.

These courses have been arranged so as to secure the greatest thoroughness and proficiency in music as a science and an art. Students are admitted for a single term, but all will see the advantage of taking a full course of instruction, including not only the ordinary lessons given on the piano, organ or violin, but also harmony and counterpoint. The literary studies of the course have been selected with reference both to sound and varied scholarship and the accomplishments of learning.

Persons are admitted into the *Musical Course directly on application*, and are classified according to their proficiency in music.

Text Books.—Parker's Harmony, Jadassohn's Harmony, Ayer's Counterpoint.

Degree of Bachelor of Music.—The degree of Bachelor of Music, mentioned elsewhere, will be conferred upon such students as, in addition to the foregoing, evince the skill and conception necessary artistically to perform the works of the most exacting character, and show an extended acquaintance with the science and history of Piano-forte Literature and Piano-Forte playing, and pass examination in Harmony, Counterpoint, Musical Forms, Musical History and Acoustics. Aside from this, they must possess a good knowledge of Belles Letters, including French, German and Italian. This will add about two years to the tabulated course.

We call the attention of pupils to the following points:

Those who desire to get the largest benefit from study in this department should be present on the first day of the term. They can be received later, but it is impossible to repair the loss sustained.

As teachers are employed on fixed salaries, no abatement from the charges for tuition can be made except in case of *protracted illness of the pupil*, when the loss will be shared with him.

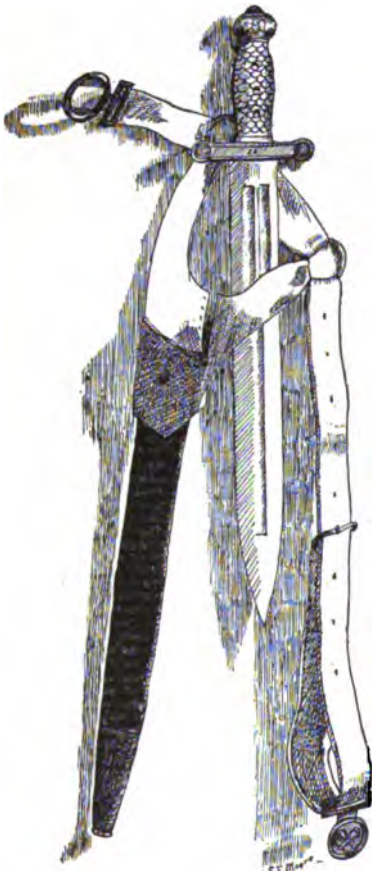
Tuition must be paid in advance.

The teachers do not give instruction to persons who are not members of the Conservatory.

The course in Piano Music as laid down can usually be completed in four years, but no fixed time can be prescribed. This depends on the aptness of the pupil and his fidelity to the work.

The course of instruction in Organ Music, Violin Music, or in connection with any other instrument, includes Harmony, Counterpoint, Musical History, etc., the same as in the Piano course, and must be pursued in full in order to get a diploma of graduation.

SCHOOL OF PAINTING.



* Artilleryman's Side Arm.

The aim of this department is to conduct the pupil with thoroughness from the simplest rudiments up to a knowledge of the higher branches of art, giving, as far as possible, a perfect understanding of all the work entered upon. It will be seen by reference to the Course of Study in Painting, that the student receives instruction in the elementary courses of drawing. These can be taken in the class with others who are in this and the Literary Departments. Then, special and individual attention is given to the study of *object drawing, linear and aerial perspective; landscape, figure, flower and fruit painting, in oil, water colors and pastel; painting and crayoning portraits, pen drawing and India ink, wash drawing for reproduction, decorative painting and design.*

The Art Department connected with the college adds much to the needed practical side of education.

Prof. Thompson, of the Worcester Technical School, tells us that "A boy who spends two hours a week in draw-

* This cut was made from a pen drawing by a student in the Art Department

ing, and the rest of the time in working at the bench, learns his business faster, and becomes more skillful in it, than one who works all the time." Again, "It is calculated that the productive efficiency of every machine shop would be increased thirty-three per cent. if every journeyman could read any common working drawing and work by it."

Mr. Ware, Professor of Architecture in the Boston Institute of Technology, says, "Drawing is an invaluable element in general education. To the working man it is of the greatest practical use; it makes him a more intelligent and serviceable workman. If he attains to real skill in the use of his pencil, and develops the tastes and the talents that cannot, without the training, be either discovered or made use of, he becomes a valuable person at once. Every branch of our manufactures is suffering from the want of just this intelligence and skill.

Says Prof. Bail, of Yale College, "The whole nation is deploring the lack of good ornamental designers. We are becoming tired of sending so many millions to Europe for articles that we might produce cheaper at home if we had skilled designers. This branch of industry affects articles for the homeliest use."

But it is well known that art study, besides having a tangible value in its relation to manufacture, is designed to promote improvement in taste. The highest and best purpose of any attainment is that which ministers to the intellectual and spiritual wants of man; few channels being more permanent than the perennial delight afforded by good art.

Painting cannot be successfully followed by one ignorant of such truths in the sciences as bear directly upon the art. Anatomy, Natural Philosophy, Botany, Chemistry, etc., cannot be taught in the private studios as effectively as by departments having these studies in charge. These



* The Marble Faun.

studies can be pursued by students of painting without interfering with their hours for lessons.

Landscape study from nature is much more easily and agreeably accomplished here at Albion than in the large cities, as the college buildings are located near the open country and many beautiful scenes are found along the Kalamazoo river, not a quarter of a mile from the studio. Especial attention is given to this branch during the Spring and Fall terms.

The new Letters course now offers an attraction to students who might wish to take music and painting in connection with such a course. A certain number of hours devoted

* This cut was made from a pen drawing by a student in the Art Department.

to painting may be credited in this course if the student desires.

Course of instruction, see page 101.

Decorative Painting.—This department of the School of Painting was opened four years ago, and is meeting a want which has for some time been felt in the institution. The interest is growing and much pains is taken to provide that which is beautiful and complete in this art. The work is all completed here—setting the colors by heat, etc.

The charges for instruction in the School of Painting—which are moderate—will be found on page 104.

Full work demands the attendance of the student three hours a day in the studio.

Degree.—The degree of Bachelor of Painting (B. P.) will be given on the satisfactory completion of two years more of work than appears on page 101,—gaining special skill in portrait and landscape Painting in addition to such knowledge of Belles Letters, including the French, German and Italian languages, as are provided for in the Letters Course,—that is, three years of language, in all.

APPLIANCES.

ASTRONOMICAL OBSERVATORY.

The Observatory stands on the campus, on high ground, affording an uninterrupted view in all directions. The building, reared in 1883, is of brick, two stories high, with a round tower which rises to three stories, and is surmounted by a dome.

On the lower floor are the lecture room of the department of Astronomy and Applied Mathematics, and the pier-rooms through which pass the brick supports for the fixed

instruments. These are also utilized for containing the apparatus employed in the study of Physics. On the second floor are the Transit room, containing the Transit Circle, Clock and Chronograph, a computing room, a room for portable instruments, also used as a workshop, and a room containing the Astronomical and Meteorological Library. Here are also kept the meteorological instruments, observations of which are taken three times a day and forwarded to the offices of the State Board of Health and the United States Signal Service. In the round tower is placed the Equatorial.

The instruments are of the best class, the chief among them being as follows:

1. A Transit Circle by Fauth & Co., of four inches aperture, reading by two micrometer microscopes to single seconds. It is provided with micrometer in right ascension and declination.
2. A Sidereal Clock by Fauth & Co.
3. A Chronograph of latest style, by Fauth & Co., with Saegmueller's maintaining power.
4. The Equatorial, constructed and mounted by Alvan Clark & Sons, of eight inches clear aperture, and provided with circles, driving clock, filar micrometer and a full outfit of eyepieces, both Huyghenian and Ramsden.

The above instruments are all in electrical connection that all observations may be recorded by the Chronograph.

The Meteorological Instruments include a Standard Barometer, Maximum and Minimum Thermometers and Psychrometer by J. & H. J. Green, Rain and Snow Gauges, etc.

Excellent instruments are also provided for practical work in field surveying.

The Astronomical and Meteorological Library contains over 350 bound volumes and pamphlets, always accessible

to advanced students, for reference and research. Works of an elementary and more popular character are left in the general library.

Though the instruments are of the best, it is a maxim here that none of them are too good for use, and students are encouraged to employ them in their studies to as great an extent as they may be able. The advanced class in Astronomy is required to become familiar with the astronomical instruments and their adjustments to such an extent that they make reliable observations and reduce them accurately. So far as possible, all work is based upon observations taken by the students who perform the reduction.

It is a noteworthy fact that the vast bulk of astronomical knowledge has been gained by the use of instruments far inferior in size to those upon these grounds. The Transit Circle, with a good brain behind it, is adequate for nearly every class of observations to which such instruments are applied, and the Equatorial, which is supplied with an objective of unusual perfection of figure, is of the same size as those by which Dr. Huggins made his remarkable studies in stellar spectra and in star motion in the line of sight, and by which Neison and Beer and Madler made their renowned studies upon the moon. It is true that this is an age of great telescopes, but their restriction to the special problems that they alone can hope to solve throws a heavy burden of responsibility upon those of smaller aperture but greater facility of management.

THE McMILLAN CHEMICAL LABORATORY.

This building, the generous gift of Senator James McMillan, is now in process of erection and will be devoted exclusively to the Department of Chemistry. From a thorough study and comparison of all the leading laboratories of the country, it is believed that the building

when finished and equipped will equal any now in use.

The plans were drawn by Mr. E. W. Arnold, Architect, of Detroit; the building is being erected by the firm of Wallace & Morris, builders and contractors, of Detroit. It is to be finished by September 15th and it is expected that the interior fittings will permit its occupancy for the Fall term.

The cut of the exterior—which will be found in Part I. in connection with the history of the College—and the floor plans here presented will give the reader a general idea of the structure. The general form of a building that would best suit the requirements of the various departments was found to be a rectangle, 52x88 feet. This is divided into two parts in each story by a hall 13 feet in width. This provides a wide, recessed entrance on both sides of the building.

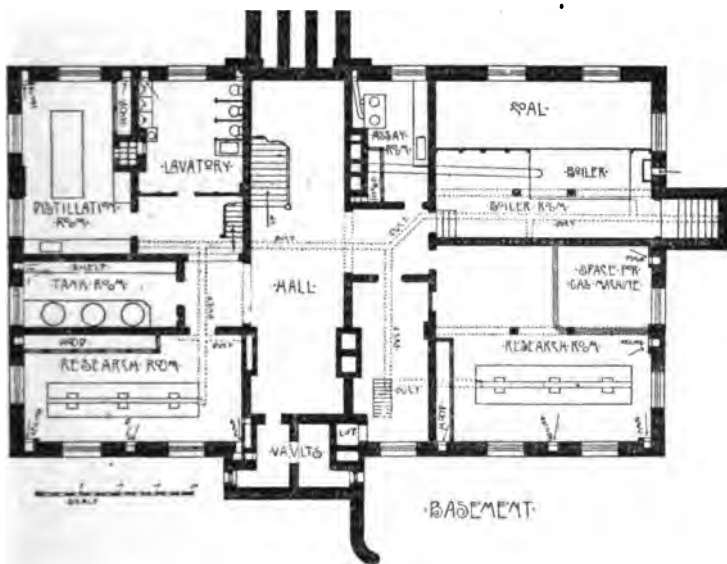
There are three stories and a basement, all abundantly lighted by high and broad windows.

All outside and inside walls are of brick. The entrances, sills, lintels, copings, etc., are cut stone, the cornices of galvanized iron. The foundations are of stone. From the ground to the first story window-sill, the outside is faced with cut stone ashlar in courses.

The exterior treatment is colonial in character, which will give to the building a quiet dignity and, at the same time, perfect appropriateness to the purposes for which it is erected.

The basement story is 10 feet high and contains a boiler and fuel room, a *Technical Laboratory* with two furnaces and a fire table, a hall, a fire-proof storage vault; a *Research Room*, fitted with tables, ventilating hoods, etc.; a room for large gas tanks holding oxygen and hydrogen; a *Distilling Room*, with fire-proof tables, hoods, etc.; a lavatory, a storage room, and a large research room.

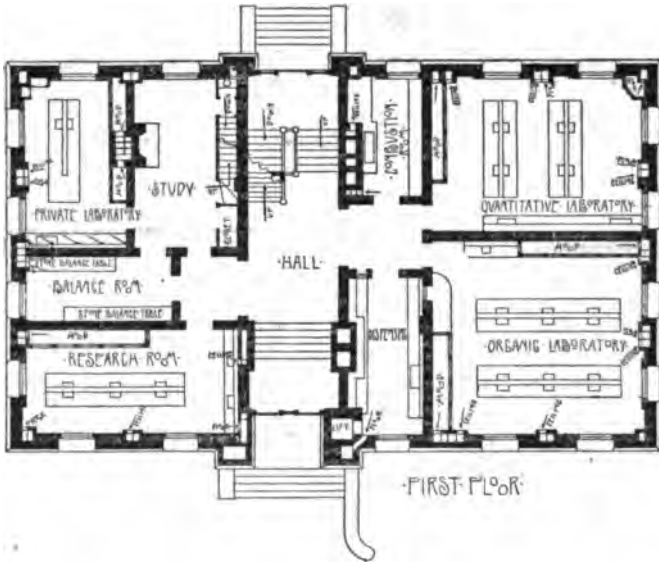
In the first story, which is 13 feet high, there is, on one side of the hall, the *Organic Laboratory*, 27x30 feet,



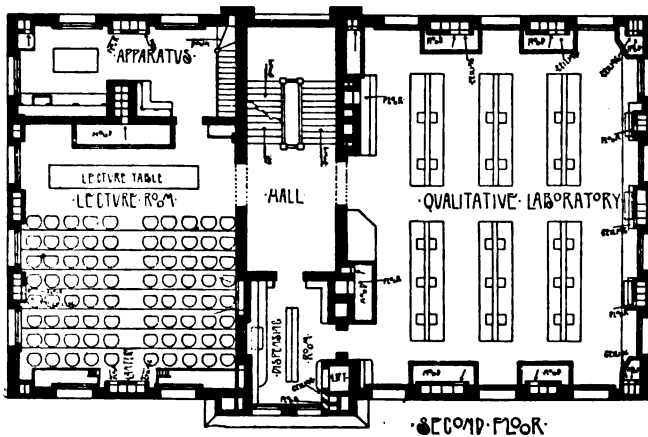
containing tables for 24 students, with 29 feet of hoods, also wall tables, cases for chemicals, etc. Adjacent to this is the **Quantitative Laboratory**, 22x30 feet, with tables for 16 students, hoods, wall tables, etc.; a **Combustion Room**, 10x17 feet, and dispensing room, 10x21 feet.

On the other side of the hall is the instructor's study with a private stairway to the basement and the lecture room above. This will be furnished with book cases, fire place, wardrobe, etc. Off this is a **Private Laboratory** with large table, hoods, wall tables, cases, etc. The **Balance Room**, 9x21 feet, and a **Research Room**, 15x30 feet, completes the equipment of this floor.

The second story is also 13 feet high and contains the **Qualitative Laboratory**, 40x49 feet, with tables for 66 students, with hoods, wall tables, cases, etc. The **Lecture Room**, also on this floor, 30x37 feet, will seat 80 to 100, according to arrangement of chairs. It contains a large lecture table,

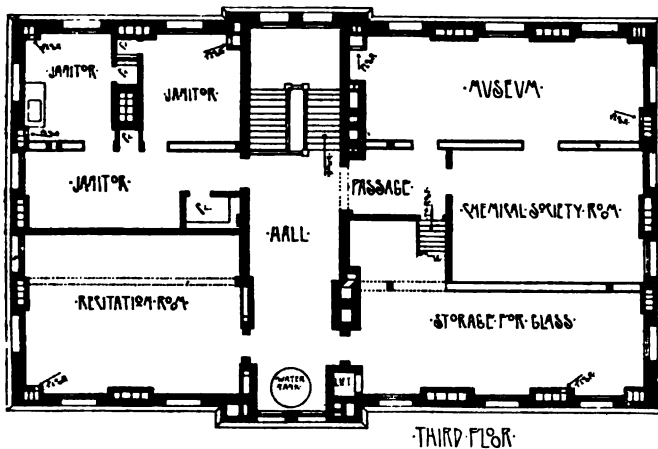


a. hood 14 feet long, double counter balanced blackboards, a rolling stereopticon curtain, etc. Off the lecture room is



an *Apparatus Room* which will also contain cabinets for specimens.

The third story will be 10 feet high and contain two rooms for a *Chemical Museum*, a *Class Room*, a *Chemical Society Room*, a *Research Room*, three rooms for janitor's residence, store rooms, etc.



The heating will be by steam, direct radiation, and in addition to this there are encased radiators recessed under the windows with register openings through the wall. By this means a supply of warm, fresh air will be admitted to each room, which can be fully controlled.

The ventilation is by large ventilating flues and groups of flues arranged so as to ventilate all parts of the building and at points where most needed. The flues are in three sets, viz: for floor ventilation, for ceiling ventilation, and for hood ventilation, each set independent of the other and yet each working in combination with the other, and all controlled independently. Steam heat is applied in all flues in the upper story, which will insure their proper working.

LABORATORY COURSES.

It must be remembered that a complete laboratory in and of itself will not make good students in chemistry; and, on the other hand, it does not follow that splendid work may not be done with poor facilities. This thought was thoroughly impressed on the mind of the writer as he visited some of the older laboratories of the East. Meager in room and wanting in appliances, these laboratories have still made the men famous who have labored in them. Competent instructors, diligent students and well arranged courses of study are the necessary adjuncts to the well equipped laboratory.

Seven distinct courses are offered by the Department of Chemistry to the students of Albion College. They are as follows and succeed each other in the order named: (1) general chemistry, (2) qualitative analysis, (3) advanced qualitative analysis, (4) chemical mineralogy, (5) organic chemistry, (6) quantitative chemistry, (7) organic synthesis. When the new laboratory is ready for use a course in ultimate analysis will be offered. The entire course requires two and one-half years of time. The first course only is required; but a large percentage of the students take the second and third, while those who are looking forward to special work in chemistry take all the courses. In all the work laboratory practice is required, and with this laboratory work is mingled a large amount of discussion of methods of work, of the ends to be reached, of errors committed in manipulation or in reasoning, how these errors may be avoided or corrected, what legitimate deductions may be made from the work, etc., etc.

As the work develops, the number of instructors will be increased, and it is hoped that many special students will avail themselves of the advantages here offered.

BIOLOGICAL LABORATORY.

This is situated on the second floor of the Central Building, in immediate connection with the College Museum, which can thus be utilized continually and conveniently for illustrative material. It contains a lecture room for class work and a finely lighted laboratory of 22x45 feet. Tables are arranged for thirty-five students in the general-laboratory and a private room is provided for advanced workers. Such books as are of special service in the laboratory work are kept at hand for constant reference. The college owns sixteen compound microscopes and is well provided with accessory apparatus, including rocking and sliding microtomes and a full outfit for bacteriological investigations. The cabinet contains several hundred mounted specimens in various departments of biological research and is rapidly growing. Mounting materials, stains and reagents of all kinds are furnished to the student at cost prices (the entire expense of a laboratory course averaging less than two dollars per term) and the preparation and mounting of his own specimens is an invariable regulation. As an outcome of his own work each student becomes provided with a valuable cabinet of specimens, as well as formulæ, materials, and methods that will enable him to prosecute original work along many lines.

PHYSICAL LABORATORY.

This laboratory is at present in connection with the Observatory. It is provided with a fair equipment of apparatus for purposes of illustration and experiment. The workshop has recently been provided with a first-class engine lathe and tools for working in metal and wood, which will greatly increase its efficiency.

MUSEUM.

Very early in the history of the college a beginning

for a museum of natural history was made by the gift of a valuable box of copper specimens by the Revs. W. H. Brockway and J. H. Pitezel. Later on Dr. Alexander Winchell, then State Geologist, presented the institution with a collection of 1,000 specimens of named and mounted minerals. Little use was made of these till about the year 1880. The year previous to this the college sent one of its Faculty to Brazil for the purpose of making collections of the remarkable fauna and flora of that region. The expedition was highly successful, resulting in the collection of several hundred specimens of birds and animals, a considerable number of botanical specimens, also pottery taken from the mounds of that country. The specimens of fauna and flora were immediately put to use in the regular work of instruction. Many additions have since been made by other travellers in South America, Mexico, Africa, Japan, China and other countries.

The Museum occupies the north half of the second and third stories of the central college building, consisting of a room 40x50 feet, with a wide gallery extending entirely around the same. In the gallery are located the collections in Natural History and Conchology, being placed in twelve large double cases. The main floor is devoted to minerals, fossils, corals, Indian relics, war relics, and articles representing the arts and customs of foreign lands, and rare coins. These fill sixteen large cases, the most of them double, showing the specimens from both sides. The collection of minerals from Michigan is very complete, so far as identified by scientists. Most of the states, as well as many foreign countries, are here represented. The collection of curios from Asia, Mexico, etc., is unusually rich in variety and extent. It represents the arts, customs, and religions of those lands. The Botanical Collection is

placed in the Botanical room so as to be convenient for use in instruction.

The Museum is beautifully lighted.

Besides the mounted specimens displayed in the cases, the college keeps constantly on hand many hundred specimens of type forms preserved in alcohol, in order that when a given subject is reached every member of the class may be supplied with a study specimen. In this way the work of acquiring knowledge of a subject, such as botany, zoology or mineralogy, does not consist in the mere acceptance on faith of the statement of the author, but it is the privilege of the student to challenge those statements by a practical appeal to the natural objects.

Special efforts are constantly being made completely to represent the fauna and flora of the State of Michigan.

Quite recently large collections of objects, representing the condition of pagan lands in matters of religion and customs of the people, have been received as donations of special interest in the line of missions. The museum contains quite a large collection of rare and old coins nearly filling four large cases. The institution has received during the year some valuable gifts for the museum, the most noted being a collection of fossils, the gift of Rev. I. R. A. Wightman. Also it is indebted to J. C. Eslow for valuable gifts.

The modern museum is not a mere collection of rare curiosities, but is rather considered as a valuable adjunct to the work of instruction. This service the museum of Albion College is expected to perform. The museum may be made to perform another work, that of educating and entertaining the general public. Many hundred people in the course of the year visit these rooms and go away with much information which could not otherwise be procured.

Provision is at the present time being made for a War-Memorial Museum, and considerable money has been

already raised for the purpose. The college is anxious to make collections, in every direction, of minerals in this state and other states, fossils, botanical specimens, Indian and war relics, etc. Any articles appropriate to the museum will be properly named, and labeled also with the name of the donor.

MAPS AND CHARTS.

An institution of learning cannot fully meet the demands made on it without a large supply of maps and charts. The study of the classical languages is largely dependent on them. Maps that are historical as well as geographical are required. It is desirable that they may be made objects of study, not kept merely for reference. They ought to be made, if possible, to show the development of countries which they portray—unfolding and illustrating historical movements. There are many uses to which charts may be put and they serve a very important purpose.

Of apparatus for illustrating the work in Language, Literature and History, we have probably as large a collection as any school in the United States. *Both the Latin and Greek* departments are provided with full sets of classical maps. The Greek department has abundant materials for the illustration of Greek Archæology, and a rarely complete set of charts for exhibiting in detail the topography of Ancient Athens. The head of this department is working out on an original plan a series of language charts which, when completed, will present to the eye a full outline of the leading facts of Greek Grammar.

The History department, where the "Layer Map" plan (elsewhere described) has been introduced, has at its command about 180 maps, representing successive stages in territorial history. If every change which can be represented singly be counted, the total number of possible maps

would aggregate about 800. In addition to the series formerly prepared, showing the development and break-up of the Roman Empire, the formation of the new nations up to 1843, A. D., the break-up of the Ottoman Empire, from 1699 to 1885, the development of Prussia to 1866, the growth and dissolution of the Napoleonic Empire, and the unification of Italy, we have recently prepared a set of "layer maps" for the United States, showing every territorial change in its history from 1763 to 1876—changes the number of which falls but little short of 100. As new maps are being constantly added, we hope to be able in a few years to exhibit every important territorial transfer appearing in the course of history.

The advantages of the device we employ are apparent. It is superior to the series of maps, because (1) it changes with history; (2) a more definite concept of the changed territory is obtained when it can be taken off and handled as a piece of cloth; (3) the student can be set to work out the changes for himself—to build up or take to pieces the map; and (4) it is less expensive, involving but one or two full-sized maps. It is superior to the black-board scheme, because (1) it is clearer; (2) it is more accurate; (3) it is easier to reproduce, and so not too difficult for the student and the overworked teacher; and (4) it preserves both the original condition of things and the changed order, each of which can be reproduced in turn, and thus the exact nature and extent of the change can be clearly and definitely seen.

Incidentally the use of soft-wood back has suggested several little devices which we find quite helpful. For battles we use a bright red spear-head of stiff cloth fastened with sealing wax to the head of a needle. These, being removable, are placed on the map just where events call for them; can be made large enough to show across any room without permanently disfiguring the map; do not

crowd regions like the Netherlands, where many battles have been fought, till the confusion is hopeless; and finally, furnish, in putting them on, a useful exercise for the student. Similarly, we use a yellow star on a black circle for treaties of peace, and lines of colored braid to follow expeditions, such as Alexander's, or the crusades. Doubtless other expedients of the same nature will suggest themselves.

LIBRARY.

The number of books added to the Library the past year, aside from unbound volumes, is 480, making the whole number now in the Library 9,048. Besides these there are something over 2,200 unbound volumes and pamphlets.

Mr. A. W. Burnett, brother of Rev. W. Q. Burnett, has made the college, during the past year, a present of 105 volumes, all of them desirable, some of them very valuable—some rare and choice French, German and Gothic books not now easily obtainable.

In the selection of books, the Library is made distinctively educational. Works are procured each term which bear directly on the studies pursued. The purpose is to supply in all research lines the material for reference and detailed study beyond what the text-books provide. Hence a great many expensive books are bought, and the reference library is becoming very valuable.

In the management of the Library great pains is taken to induce the students to use it as much as possible, since we hold that to train them in the use of books, the storehouse from which all alike must draw, is one of the most important functions of the College. With this object in view ample indexes are provided; books much in demand are placed within the reach of all; and new books are placed in a revolving case in the reading room where their accessibility will tempt every one at least to look them

over. The utilizing of new books is further secured by placing them in the hands of the teachers most interested, who frequently assign them to students to review before their classes, thus giving all an opportunity to learn the bibliography of the subject, and filling all with new zest for work in the several departments.

To facilitate such a use of the library *card indexes* are prepared and placed in easy access to all students. First, *a card index of authors*, alphabetically arranged. In this the author's name is the leading word upon the card, and below it, or on successive cards, are placed the titles of all books in the library of which he is the author. The number of the book is placed upon the card opposite the title. The student, knowing the author's name, is thus guided to the desired book.

Another drawer contains *a title index*, or catalogue, of all the books in the library, on cards alphabetically arranged. In this the title of the book is the leading word upon the card, the author's name following. The advantage of cards, instead of a printed catalogue, is that it admits of continued accessions without destroying the alphabetical arrangement.

Then there is the *subject index*, in which the subject is the leading word upon the card, and all books treating upon that subject, even those in which it is only incidentally mentioned, are there referred to by name, number, and if it is only a sketch or article in a book of which that subject is not the title, the page also. A student, desiring to investigate any subject, is thus guided to all there is in books and pamphlets upon that subject in the library.

Another drawer contains the *biographical index*, where the student is guided to the biography and biographical sketches of anyone of whom he wishes to learn.

Still another drawer contains an index of current events, where the important events of the day, as they transpire,

are recorded on cards. If the student wishes to know when Mr. Emerson died, or when President Garfield was shot, or when any other important event occurred, he goes to this index.

Besides these the library is supplied with *Poole's Index* of periodicals, in which all the leading periodicals of the day are indexed, up to 1882, supplemented by the Co-operative Index of Periodicals, published quarterly. By these, students are guided to what they desire to find in the bound volumes of periodicals. Thus there are marked out paths to guide both the Faculty and the students to such information as they wish to obtain in the library.

It is customary for members of the Faculty to *assign to the students certain topics for research*, or subjects to obtain information upon, and thus their acquaintance with books is greatly extended, and they are disciplined in the practice of research. Tables are placed in different parts of the library where such students are permitted to sit and prosecute their investigations. The library is open during all school hours, and on Saturdays, and is free to all students.

The Pastor's Library, based on the Peter M. Emery foundation, is constantly growing from purchases of books specially adapted to the purpose of this collection. It is intended to supply the best publications in all the directions that ministers look to secure preparation for the work of their profession.

The nucleus of a *Bibliographical Museum* has been formed by placing in the Library a glass case for books especially notable on account of age, rareness, ownership, etc.

Reading Room.—The reading room is provided with a two-fold end in view: to furnish wide range of general newspaper and magazine reading, and to supply advantages for special educational work. It contains the leading religious and secular papers of the country, with some from foreign lands, including French, German, Latin

and Greek. It is supplied with the principal magazines of this and other countries. During the last year many new valuable publications have been placed on our list, so that the range of this class of educational appliances has been largely extended.

Thus far there has been no special fund for the purchase of books. The Ladies' Library Association, since its organization, has paid over to the institution about \$3,000 to be expended in the Library. From other sources, in the last twelve years, some \$8,000 has been secured and appropriated to the enlargement of these facilities, so that something over 7,000 volumes have been added to the Library during this period.

Hon. A. T. Bliss has pledged \$50,000 for a Library Building, for which plans are now being prepared. The erection of this building is conditioned on the raising of a \$30,000 endowment of the Library, the greater part of which has already been secured. It is hoped the endowment may soon reach a much higher figure.

SCHOOL OF ART.

Conservatory of Music.—The Conservatory of Music is supplied with all the instruments required for successful work. There are in the institution *eleven pianos*, eight of which are used for instruction purposes. One of these is kept in the chapel for use in concerts and on other occasions in which a piano is needed. This is an instrument of more than ordinary power. Each of the three literary societies has a valuable piano, which helps to make music an interesting part of the weekly exercises. Students in the Conservatory are able, to some extent, to practice on college instruments. Aside from these the institution is able to supply students to an almost unlimited extent with the use of pianos at private residences in immediate proximity to the college buildings.

The institution possesses *two organs*, one of these with all the appointments of a two-manual pipe organ.

The college derives much benefit from the large pipe organ in the Methodist church.

The department possesses a Technicon for the use of Piano students in disciplining the muscles of the hand.

The orchestra, composed of about *fifty players*, is supplied with all the variety of instruments employed for the production of orchestral music.

The Conservatory has a *valuable musical library*, which is being enlarged as desirable publications make their appearance. It is also in receipt of the best musical papers and journals.

School of Painting.—This school occupies a suite of rooms in the North College building, both as working rooms and for art gallery. The gallery contains a large number of studies covering a great variety of subjects. There are also many very *fine imported studies*—copies from celebrated painters—which represent the various schools of art. These afford the student a fine opportunity to study and compare the various methods of conducting art work. The department keeps on hand a large supply of easels of uniform pattern, with material, stands, etc., for the use of students. A *complete set of models* for drawing, consisting of cubes, cones, etc., are provided for use; also models for different parts of the human figure. The art room is supplied with a somewhat extensive *collection of heads and busts* of distinguished men of the past.

Complete provision has been recently made for study of *Decorative Art*.

GENERAL STATEMENTS.

CLOSING EXAMINATIONS.

1. All students must be present at examinations and the closing recitations of the term, or no credit will be given for the work pursued.

2. Students absenting themselves from the closing or examination work will not, unless such absence was *caused by sickness or other unavoidable conditions*, be allowed to take the omitted examinations until they occur in regular order with the next class.

3. All conditions must be removed within a year from the date of the examination, or else the student will be marked Not Passed, thus requiring that the work be taken over again in class.

4. Work marked *incomplete* must be completed within a year, if credit is to be allowed.

5. No credit will be granted students for work on which they are marked Not Passed, until they have satisfactorily pursued the same again in some regular class.

ATTENDANCE.

1. Persons coming to Albion for the purpose of entering any department of the College are subject to its government *from the time of their arrival*; and whenever a student has entered College he is under its jurisdiction until his connection is formally closed by graduation or otherwise.

2. Students who are *not in their places* at the opening of the term, if minors, must present written excuses from their parents or guardians for their delay; and if not minors must give a satisfactory excuse for such delay.

3. *Uninterrupted attendance* upon college duties during term time is required. Under ordinary circumstances visiting home or friends is discouraged.

4. No Student is permitted to leave town without the President's permission.

5. *All delinquencies*, such as tardiness, deficiency, offenses against good order in the recitation rooms, are dealt with by the Professors of the Departments. Flagrant cases are reported to the President or Faculty.

6. *Students* who at the close of the term do not expect or desire to remain the following term *must apply for leave of absence or honorable dismissal* from the Institution. Unless dismissed or excused they are *subject to the regulations and government of the College*. *Unexcused absence works forfeiture of privileges* heretofore gained by enrollment or matriculation.

RULES AND REGULATIONS.

We do not print a code of rules in the Year Book. This Publication is for the purpose of information on the educational aims, appliances and methods of the Institution. Indeed the great body of college laws must be unwritten. They need not and can not be put on the printed page. As to the prohibition of the different forms of vice, there need be no formal statement, as no reputable college would allow known immorality.

The institution expects manliness on the part of the young men, and refined, lady-like deportment on the part of the young women. While the special aim of each student is the acquisition of scholarship and the fullest culture of the mental powers, that education is incomplete in which character receives less attention than the intellectual faculties. But with high moral aims there should be that which is becoming and refined in social life. The relations of the young men and young women are expected to be elevating, and no condition affords better opportunity for the exercise of social amenities than the daily commingling of young people in the midst of an atmosphere of learning and progressive scholarship. Students upon entering the Institu-

tion soon come to understand what is the real standard of moral and social life, and the principles to be observed and cherished in order to secure the largest measure of good. Irregularities which betoken a coarse nature work a forfeiture of college privileges. The Faculty may terminate the connection of any student with the Institution whenever it is apparent that his presence is prejudicial to good order and the pursuit of scholarship. Indeed noble character—including the mental and moral—should be the chief aim of college life. There are certain prudential requirements relating to rooming, boarding, hours of study, etc., which all students come readily to understand.

SPECIAL PRIVILEGES.

Religious.—On each school day at 9 a. m. religious services are held in the College Chapel, which all the students are required to attend.

On Sunday morning they are *required to attend public worship at such church as they or their parents or guardians may select*, and each student is expected to be *uniform in his attendance* at the church of his choice.

Attendance upon the following is optional: On Thursday evening is held the general weekly prayer-meeting, which, though a voluntary service, is attended by a majority of students. At 9 a. m. on Sabbath there are meetings for the study of the Bible. In the afternoon there are students' gospel meetings.

Albion College is not a theological school; it is not its office to impart instruction distinctively on theological and ecclesiastical subjects. But believing in morality we must believe in religion. No institution of learning will have a healthy moral atmosphere which is not pervaded by a christian spirit. To guard young men from the vices so common in every community, there must be a distinct religious sentiment and a positive spiritual atmosphere from

which immorality is shut out, and which serves as an inspiration to pure thoughts and a correct life. But while Albion College does not teach theology, it does teach God as the Creator of all things, as a personal providence to every human being, as the author of the Bible, and who in Christ, the Redeemer of the world, is ready to save every one who in penitence and faith will come unto Him for everlasting life. While the school is not sectarian, and does not interfere with the denominational preferences of any student, and while it does not aim to make educated ministers any more than educated lawyers or physicians or business men, it does hold that God has rights in every lecture-room, that he must not be shut out from any department of instruction, and that truth can have no foundation only as it rests finally on the being and creative power of God. The authorities of the college hold that character is more than scholarship, and to be perfect the character must be christian. The aim is to supply the world with educated christian men and women for all the professions, for all departments of legitimate business, and for all proper relations in life.

Societies.—There are three Literary Societies connected with the Institution. The *Erosophian Society*, the *Eclectic and Atheniædes Society*, and the *Philozetian Society*. The two former are college societies, the latter is connected with the preparatory school. Students in the preparatory classes may join the *Philozetian Society*, and remain in the same until they reach Freshman Year. They are not at liberty to become members of either of the regular college societies before they complete the studies of the first three preparatory years.

The *Missionary Society* is organized for the promotion of the missionary spirit.

There are *two Christian Associations*—the Y. M. C. A. and the Y. W. C. A.

There is a flourishing Epworth League, composed principally of students, which holds a weekly meeting.

The Christian Associations hold regular meetings for the study of the Bible. Students' Bible Classes are organized at the church, and are largely attended.

The *Ladies' Library Association* carries forward its work by the employment of eminent lecturers, the profits accruing being devoted to the purchase of books for the library. In connection with a superior course of lectures the past year it cleared \$300.

A college paper called the *Pleiad* is published weekly by a society or stock company organized for that purpose.

Literary Societies have fitted up *elegant apartments* in which to hold their weekly meetings.

No literary or other society can exist in connection with the Institution unless by permission granted after the Constitution and By-Laws of the same shall have been submitted to the Faculty for examination, and shall have received their approval. Whenever the workings of any society shall be deemed prejudicial to the interests of the Institution, such society will be dissolved.

The *times and places* of the meetings of the societies will be subject to regulation by the Faculty; and all meetings, whether of regular societies, or of any other body of students, shall be open for the attendance of any member of the Faculty or of the Board of Trustees.

No society in the College may *invite any lecturer to address them* in public until the name of the proposed lecturer shall have been laid before the President, and he shall have given permission to extend the invitation.

GYMNASTIC TRAINING.

A gymnasium for the use of the students was completed early in the college year. The building, which is elsewhere described, supplies an important need of the institu-

tion. The present year we employ two instructors, Mr. Frank Blake for the young men, and Mrs. Marie Skilliman, the Preceptress, for the young ladies. The work is systematized both as to time and character of exercises engaged in. The object of the gymnasium is to supply the means of physical culture to preserve the health of the student while in college, so that more mental work can be done during his stay in the Institution; to prevent the impairment of health that might work serious consequences in after years, and to bring the student out of college more vigorous than when he entered its halls. It is believed that gymnastic training can be so wisely prosecuted that the strength of the physical manhood may grow with as much certainty and regularity as the intellect develops under systematic and vigorous study. Every person leading a sedentary life—whose occupation does not call for bodily activity—will find great value in such exercises as are practiced in a well-ordered gymnasium.

The only charge the college makes for instruction in gymnastics and use of gymnasium, including use of lavatories and bath rooms, as well as general gymnasium rooms, is one dollar a term. The building is heated with steam, lighted with electricity, and supplied with all modern appliances. This small extra charge is included in the incidental fee. Provision is made for a very thorough medical examination on entering the gymnasium, or as a guard against improper forms of exercise, and to determine what class of exercise will be safe and beneficial. The college requires but one such examination—an entrance examination—and the small fee of one-half dollar goes to the examining physician. Without a *sound body* mental training is often nearly useless. And the more intellectual work the student attempts to carry in college the greater the need of exercise in the gymnasium. Already it is evident the drill is hygienic. The scholar need not carry a pale face.

CANDIDATES FOR GRADUATION.

DEGREE OF A. M.

Lovejoy, Owen Reed.
Lovejoy, Jennie Campbell.

DEGREE OF A. B.

Dodds, Frank Edward	Kirkpatrick, George Ross
Elder, Frances Ensign	Marsh, Kate May
Engle, Wilber Dwight	Moors, Myrte Drummond
Jacobs, Charles Sherman	Ruoff, Jacob George
Simmons, William Henry.	

DEGREE OF PH. B.

Agard, Emma Gail	MacDonald, Ray George
Ellett, Oren Daniel	Miller, Roy Newman
Marshall, John Jay	Schultz, Samuel
Williams, Arthur Samuel	

DEGREE OF B. S.

Cutler, Ira Eugene	Hathaway, Marian L.
Graves, James C.	Hull, Warren Charles

DEGREE OF B. L.

Doolittle, Alice Louise	Hughes, David Arthur
Urch, Mary E. G.	

CONSERVATORY OF MUSIC—DIPLOMA.

PIANO.

Allen, Ja Nette B.	Dwellely, May Edna
Calkins, Ethel J.	McNeill, Libbie Leon
Davidson, Eusebia Noyes	Powers, Calista May
Starks, Anabel	

VOICE.

Keller, Lulu D.	Knickerbocker, Flora A.
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SCHOOL OF PAINTING—DIPLOMA.

Millard, Hattie E.	Moore, Susan Elizabeth Porteus
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COMMERCIAL COURSE—DIPLOMA.**BUSINESS COURSE.**

Baker, Clarence G.	McKinney, Frank W.
Champion, Gabriel Clyne	Narrin, John
Ferguson, George B.	O'Hara, William Flinn
Foote, Carson	Reid, Franklin Thomas
Hamilton, Calvin W.	Roether, William C.
Hull, Sidney E.	Sanders, Fred L.
Krenerick, Frank Darius	Shepard, Wirt V.
Lutey, Albert E.	Stephens, Rupert Frank

SHORTHAND COURSE.

Andrews, Roy F.	Ferguson, George B.
Barclay, Lynda	Hovey, Carlotta May
Bliss, Cora Barton	Kendrick, Carlotta Frances
Carrier, Minnie	Kyes, David H.
Chadwick, Claudia Merlin	Pierson, Mary L.
Congdon Jennie Matilda	Roether, William C.
	Sheets, Charlotte

STUDENTS IN COLLEGE OF LIBERAL ARTS.

GRADUATES STUDYING IN ABSENTIA FOR MASTER'S DEGREE

Barnhart, Alice H.	Mason
Downing, Elliott R.	Beloit, Wis.
Glenn, Carrie Bruce	Marquette
Hipp, Henry R.	Nashville, Tenn.
Kulp, Essie R.	Battle Creek
Pierce, Dollie G.	Utica
Reed, Milton O.	Deer Lodge, Mont.
Welch, Mary D.	Schoolcraft
Wolf, Henry E.	Calumet

RESIDENT GRADUATES STUDYING FOR MASTER'S DEGREE.

Lovejoy, Jennie Campbell
Lovejoy, Owen Reed

SENIORS.

NAME.	COURSE.	RESIDENCE.
Agard, Emma G.....	L.S.....	Litchfield
Cutler, Ira Eugene.....	Sc.....	Putnam, Conn.
Dodds, Frank E.....	Cl.....	Ionia
Doolittle, Alice L.....	L.....	Albion
Elder, Frances E.....	Cl.....	Kalamazoo
Ellett, Oren D.....	G.S.....	Layton, N. J.
Engle, Wilber D.....	Cl.....	Charlevoix
Graves, James C.....	Sc.....	Albion
Hathaway, Marian L.....	Sc.....	Addison
Hughes, David A.....	L.....	Liverpool, Eng.
Hull, Warren C.....	Sc.....	Albion
Jacobs, Charles S.....	Cl.....	Albion
Kirkpatrick, George R..	Cl.....	Plainfield, Ohio
Marsh, Kate M.....	Cl.....	Albion
Marshall, John J.....	L.S.....	Aurelius
MacDonald, Ray G.....	L.S.....	Flint
Miller, Roy N.....	L.S.....	Mason
Moors, Myrte D.....	Cl.....	Greenville
Ruoff, Carl J. G.....	Cl.....	Philadelphia, Pa.
Schultz, Samuel.....	L.S.....	Lansing
Simmons, William H.....	Cl.....	Marshall
Urch, Mary E. G.....	L.....	Jackson
Williams, Arthur S.....	G.S.....	Albion

Cl.—Classical. L. S.—Latin Scientific. G. S.—Greek Scientific. Sc.—Scientific.
L.—Letters.

JUNIORS.

NAME.	COURSE.	RESIDENCE.
Allen, Clarence E.....	Cl.....	Detroit
Arnold, Henry B.....	L.S.....	Marshall
Arnold, John F.....	Cl.....	Albion
Calkins, Ethel J.....	L.....	Big Rapids
Camburn, Arthur T.....	Cl.....	Adrian
Cogshall, Grace.....	Cl.....	Grand Rapids

Conklin, Alice I.....	Cl	Dowagiac
Cook, Newell.....	Sc	Hanover
Cramton, Burton A.....	Cl	Hadley
Deal, Clarence E.....	Cl	Kalamazoo
Ferguson, George B.....	Sc	Albion
Ford, R. Clyde.....	L.S.....	Litchfield
Ford, Seldon B.....	Cl	Albion
Garfield, Mary.....	L.S.....	Albion
Hunt, Mae B.....	Cl	Albion
Mays, Hattie B.....	Cl	Albion
Mays, Vernon G.....	L.S.....	Albion
Mealley, John E.....	Sc	Albion
Moulton, Forrest R.....	Cl	LeRoy
Mulholland, Clarence M..	L.S.....	Au Sable
Newman, Ralph.....	Cl	Jackson
Osborne, Helen E.....	Cl	Concord
Phelps, William H.....	L.....	Kalamazoo
Rood, Clarence E..	L.S.....	North Adams
Schultz, Arthur F.....	L.S.....	Lansing
Siddall, Adelaide..	Cl	Plainwell
Sloate, Ella M.....	Cl	Albion
Thrasher, Effie E.....	L.S.....	Albion
Washburn, Fannie Bell...	L.S.....	W. Saginaw
Way, Roy B.....	L.S.....	Elsie
Whalen, Grace A.... ..	L.S.....	Albion
Whitman, Prentiss E.....	L.....	Traverse City

SOPHOMORES.

NAME.	COURSE.	RESIDENCE.
Allen, Eugene C.....	L	Albion
Allen, Martha.....	L	Pontiac
Allen, Maude.....	L	West Centre
Atherton, Lewis O.....	Sc	Ovid
Blake, Frank A.....	L.S.....	Albion

Bruce, Lottie E.....	L.....	Albion
Buck, William B.....	Cl.....	Kalamazoo
Coffin, Eugene A.....	Cl.....	Albion
Cogshall, Wilbur A.....	Sc.....	Grand Rapids
Cook, Darwin H.....	Sc.....	Hanover
Cushman, Harry D.....	Sc.....	Three Rivers
Cushman, Herbert W.....	Sc.....	Three Rivers
Dean, George E.....	L.S.....	Albion
Dickerson, Lillian B.....	L.S.....	Howell
Dickey, Lucinda.....	Cl.....	Burlington
Dunning, E. Clarence.....	Cl.....	Albion
Earle, Maude.....	Cl.....	Albion
Fenn, Charles H.....	Cl.....	Lapeer
Gibson, William A.....	L.....	Raisenville
Greer, E. May.....	L.S.....	Northville
Hamilton, Amanda J.....	L.S.....	East Tawas
Hiscock, Charles O.....	Sc.....	Ridgeway
Howard, William A.....	Sc.....	Tekonsha
Hull, E. Sidney.....	Sc.....	Albion
Ludlow, Stephen H.....	Sc.....	Albion
Maywood, A. Ames.....	Cl.....	South Lyon
McPherson, Charles.....	L.S.....	Eckford
Millard, Hattie E.....	L.....	Lapeer
Mills, Winifred E.....	Cl.....	Mason
Mount, John L.....	L.S.....	Norvell
Ogden, Arthur.....	Sc.....	Augusta
Perrin, Charles H.....	L.....	Vassar
Pooley, William J.....	Cl.....	Albion
Potter, Louis M.....	Sc.....	Leslie
Purdue, Henry J.....	Sc.....	Pickford
Rowe, Mabel A.....	L.S.....	Mason
Salisbury, George W.....	Sc.....	Phelps, N. Y.
Smith, Charles E.....	Cl.....	North Adams
Smith, L. Clare.....	L.....	Albion
Smith, Mabel.....	L.....	Albion

Taylor, Ralph W.....	Cl	Albion
Toner, Bessie.....	L.S.....	Albion
Valentine, Charles S.....	G.S.....	Litchfield
Valentine, Edith B.....	L	Three Oaks
Wilkerson, DeWitt C.....	L.S.....	Dundee

FRESHMEN.

NAME.	COURSE.	RESIDENCE.
Allen, Ja Nette B.....	L.S.....	Albion
Annis, Irene.....	L.S.....	Albion
Armstrong, Grace E.....	L.S.....	St. Joseph
Bartlett, Genevia	L.S.....	Leslie
Bascom, Arza W.....	L.....	Albion
Batt, Nella Z.....	Cl.....	Tekonsha
Beal, Alice S.....	Cl.....	Northville
Bolden, Charles A.....	Cl.....	Albion
Burnham, Ernest.....	L.S.....	Climax
Burrell, Ray H.....	L.S.....	New Berry
Clancy, Allora M.....	Cl.....	Albion
Clarke, Kittie A.....	L.S.....	Albion
Clarke, Warren P.....	Cl.....	Mendon
Crane, Winifred.....	L.....	Albion
Cross, Theodore D.....	L.S.....	Petoskey
Curtis, George H.....	L.S.....	Williamston
Dean, Jessie B.....	L.S.....	Parma
Dean, Susie E.....	L.S.....	Parma
DeCamp, Lester.....	L.S.....	Leslie
Delbridge, Maude.....	L.S.....	Albion
Douglass, George B.....	L.....	Traverse City
Durfee, Emile E.....	L.S.....	Three Rivers
Eddy, Harriet.....	Cl	Albion
Elmer, Walter I.....	L.....	Albion
Fairchild, Gertrude.....	L.S.....	Three Rivers
Fast, Z. Elouise.....	L.S.....	Mendon

Field, James B.....	Sc.....	Albion
Field, S. Pearl.....	Sc.....	Albion
Fulkerson, William N....	L.S.....	Whitehall
Gall, Charles H.....	Cl.....	Medina, N. Y.
Goodyear, DeMont.....	Cl.....	Swartz Creek
Gulick, Claire W.....	Cl.....	Albion
Harrow, Herbert S.....	Sc.....	Algonac
Harton, Lida.....	Sc.....	Albion
Heys, Mabel A.....	L.S.....	Albion
Hiatt, Florence E.....	Sc.....	Coldwater
Higbee, Roy L.....	L.S.....	Williamston
Hoaglin, E. Floyd.....	Sc.....	Albion
Hopkins, B. S.....	Sc.....	Owosso
Houck, Hessie M.....	L.S.....	Albion
Johnson, William A.....	Cl.....	Mancelona
Kendrick, W. F.....	Cl.....	Albion
King, Eva L.....	L.S.....	Parma
Kirk, June E.....	L.....	Albion
Leeson, Henry A.....	L.S.....	Manchester
Loomis, Leonard S.....	Cl.....	Union Home
Lovejoy, Hattie A.....	L.....	Albion
Ludlow, Margaret.....	L.S.....	Parma
McCallum, George P.....	L.S.....	Thompson
McDonald, James D.....	Cl.....	Albion
Meador, Robert E.....	G.S.....	Otsego
Miner, Frank N.....	L.S.....	Portland
Morehouse, Carl W.....	L.S.....	Albion
Nicholson, William C....	L.S.....	Albion
Page, Eugene R.....	Sc.....	Petoskey
Parmater, Vieve S.....	L.S.....	Gaylord
Pearce, Harvey G.....	Cl.....	Dexter
Perine, Roy E.....	Cl.....	Albion
Perkins, Bessie.....	L.....	Norway
Poppoff, Minko D.....	Cl.....	Albion
Prestidge, William J.....	L.....	Sturgis

Rich, Charlotte.....	L.S.....	Pontiac
Riddick, Florence N.....	Cl.....	South Lyons
Roberts, Albert J.....	Cl.....	Central Mine
Robertson, Harry E.....	L.S.....	Albion
Robertson, Perry C.....	L.S.....	Albion
Shipp, Frank J.....	L.S.....	Marshall
Stimson, Glenn C.....	Sc.....	Parma
Stockoe, Fred. O.....	L.S.....	Middleville
Tamama, Thomas S.....	Sc.....	Nagasaki, Japan
Thayer, Eugene.....	Cl.....	Owosso
Tuthill, Cap'n B. C.....	L.....	Hanover
Vunk, Cora M.....	L.S.....	Maple
Walker, J. Frank.....	Cl.....	Republic
Washington, Isaiah.....	Cl.....	Lansing
Welfare, Hugh J.....	L.S.....	Danby
White, Leland M.....	L.S.....	Lacota
Wilder, George P.....	L.S.....	Albion
Williams, Fitch R.....	Cl.....	Elk Rapids

UNDER THE UNIVERSITY PLAN.

NAME.	COURSE.	YEAR.	RESIDENCE.
Johns, A. Raymond....	G.S..	1895....	Lake Linden
Lee, David R.....	Cl....	1894....	Clay Bank
Wightman, Richard R..	G.S..	1896....	Albion

STUDENTS IN PREPARATORY SCHOOL.

FOURTH YEAR.

NAME.	COURSE.	RESIDENCE.
Austin, Mary H.....	L S.....	Albion
Barclay, Lynda.....	L.....	Rice Creek
Batt, Katharine.....	L.S.....	Tekonsha
Brockway, P. Bruce.....	Sc.....	Van Wert, Ohio
Bullen, Ada M.....	L.S.....	N. Aurelius
Church, Hamilton H.....	Sc.....	Albion

Church, Mary E.....	Cl	Albion
Clark, Belle A.....	L.S.....	Williston, Vt.
Collins, Martin B.....	L.S.....	Blissfield
Cooper, Adrian F.....	Cl	Albion
Corbin, Ernest.....	Cl	Williams
Cross, Millicent A.....	L	Bangor
Davis, Helen A.....	Cl	Albion
Dickie, Clarissa.....	L	Albion
Dunning, Phena M.....	L.S.....	Albion
Gill, Frank H.....	Cl	Albion
Hodgkins, May I.....	L.S.....	Grand Rapids
Hungerford, Hattie E....	L.S.....	Albion
Janes, Frank C.....	L.S.....	Mosherville
Landon, John.....	L.S.....	Springport
Marson, Charles C.	L.S.....	Stephenson
Marvin, W. Edwin.....	Cl	Hartland
Mason, Myrtle M.....	L.S.....	East Springport
Rodda, William J.....	L.S.....	Pinnebog
Stone, Nathan J.....	L.S.....	Petosky
Weaver, Charles S.....	L.S.....	Watrousville
Wellington, Ada J.....	L.S.....	Springport
Woods, Josephine.....	L.S.....	West Branch

THIRD YEAR.

NAME.	COURSE.	RESIDENCE.
Banks, Walter G.....	Cl	Albion
Barry, J. Eugene.....	Cl	Sheridan
Black, Elmer J.....	L.S.....	Pittsford
Clancy, Adelaide.....	Sc.....	Albion
Clancy, Bennett A.....	Cl	Albion
Ellis, Metta S.....	L	Albion
Finch, Edgar J.....	Sc.....	Albion
Folsom, Isabelle D.....	Sc.....	Detroit
Foster, Julia C.....	L.S.....	LaPorte, Ind.
Freeman, Mark S.....	Cl	Albion
Frost, H. Belle.....	L	Albion

Garlick, Leda M.....	L.....	Albion
Gill, B. Ensign	Sc.....	Albion
Hungerford, Perry R.....	L.S.....	Albion
Hutchins, Myrtle J.....	L.S.....	Royal Oak
Jordan, Grace D.....	L.S.....	Albion
Kendrick, W. Scott.....	Cl.....	Albion
Keyes, David H.....	Cl.....	Albion
McCormick, Peter F.....	Cl.....	Gladwin
McCrimmen, William R..	L.S.....	Luther
Mulholland, Frank	L.S.....	Au Sable
Nilsson, John W.....	L.S.....	Liberty
Phillips, Hildreth G.....	L.S.....	Grand Rapids
Ray, Ralph L.....	L.S.....	Concord
Steward, Olin E.....	L.S.....	Santa Anna, Cal.
Wesbrook, Frank A.....	Sc.....	Marine City
White, Fannie.....	Cl.....	Albion
Wixom, Anna L.	L.....	Wixom

SECOND YEAR.

NAME	COURSE	RESIDENCE
Barry, Emma A.....	L.S.....	Sheridan
Beal, Harold M.....	L.S.....	Albion
Black, Edward F.....	L.S.....	Pittsford
Black, Junia A.....	L.S.....	Pittsford
Brown, Ruth M.....	L.S.....	Springport
Campbell, Colvin P.....	L.S.....	Albion
Cottrell, Frank M.....	Cl.....	Jackson
Fall, Frank A.....	L.S.....	Albion
Farley, Adah M.....	Cl.....	Albion
Foy, John W.....	Cl.....	Albion
Loveland, Grace.....	L.S.....	Comstock
Mowry, Christopher N...	Cl.....	Athens
Narrin, John	L.S.....	Ortonville
Newton, Arthur G.....	Cl.....	Bay City
O'Hara, May.....	L.....	Albion
Pearce, Webster H.....	Cl.....	Dexter

Prine, Walter S.....	L.S.....	Tompkins
Robinson, William M	L.S.....	Marshall
Roether, Henry E.....	Cl.....	Albion
Scott, Ernest H.....	Cl.....	Richfield
Shipp, W. Samuel.....	L.S.....	Marshall
Sutton, Florence A.....	L.S.....	Clayton
Temple, Thomas H.....	Cl.....	Albion
Warren, Minnie.....	L.....	Monroe
Worcester, Alpha A.....	L.S.....	East Springport
Zimmerman, Merrill.....	Sc.....	Eckford

FIRST YEAR.

NAME	COURSE	RESIDENCE
Aikin, Howard.....	Sc.....	Sheridan
Alger, George L.....	Cl.....	Birch Run
Anthony, Albert B.....	Cl.....	Albion
Culver, Allen M.....	Sc.....	Albion
Davis, Edwin W.....	Cl.....	Hoytville
Dickey, Claude B....	L.S.....	Albion
Dixon, Maggie H.....	L.S.....	Springport
Dohm, John.....	Cl.....	Amboy
Eby, Brock C.....	Cl.....	Detroit
Gambee, Edwin F.....	L.S.....	Newport
Hall, Chandler M.....	Cl.....	Albion
Hughes, Edward E.....	L.S.....	Albion
Jones, Horace R.....	Cl.....	Missoula, Mont.
Kyes, Calvin C.....	Sc.....	Albion
Lester, D. Roy.....	L.S.....	Marine City
Minty, William A.....	Cl.....	Boston, Iowa
Mount, Fairy W.....	Cl.....	Albion
Stafford, Edwin M.....	Cl.....	Albion

STUDENTS IN ACADEMIC DEPARTMENT.

Andrews, Ella M.....	Albion
Avann, George H.....	Albion
Baker, Clarence G.....	Albion
Barclay, Myrtie.....	Rice Creek
Barnes, Nellie A.....	Marengo
Beatty, Carrie M.....	Pontiac
Bradley, Mary P.....	Albion
Brown, Endora.....	Springport
Bullen, Amy V.....	North Aurelius
Burrall, K. Louise.....	Albion
Campbell, Mattie.....	Parma
Carr, Herbert A.....	Clay Bank
Clark, Benjamin.....	Albion
Clark, Frank W.....	Williston, Vt.
Close, H. R.....	Richmond, Ind.
Colvin, Hiram C.....	Pontiac
Cook, Reula G.....	Flint
Coultes, Charles H..	Grand Rapids
Crampton, Harry A.....	Hadley
Davis, Jesse M.....	Mears
Dean, Walter E.....	Albion
DuBois, Ada S.....	Leslie
Duncan, Victor E.....	Grand Rapids
Edmunds, Arthur M.....	Banfield
Eby, Charles E.....	Sheridan
Fox, Roy G.....	Bay City
Gans, Barbara.....	Clarendon
Gilchrist, Mary M.....	Fostoria
Goodrich, John C.....	Fredonia
Goss, Arnold H.....	Mt. Morris
Green, Eva E.....	Albion
Grocock, James S.....	Menominee
Hall, Reuben, J.....	Sheridan

Henne, Anton M.....	Albion
Hicks, Laila M.....	Lexington
Holling, Lulu.....	Henrietta
Hoover, William J.....	Caledonia
Horton, Robert E....	Albion
Howe, Gilbert D.....	Albion
Hubbard, Fred J.....	Albion
Ingalsbe, Orson.....	Otsego
Ingersoll, Mary H.....	Dundee
James, Lydia M.....	Calumet
Jamieson, John.....	Missoula, Montana
Jewell, John C.....	Jackson
Kilpatrick, J. Earl	Yale
Klopch, Emil.....	Michigan City, Ind.
Koons, Ella J.....	White Oak
Krenerick, Fred E.....	Parma
Laycock, Jettie M.....	Stephenson
Laycock, Mabel E.....	Marinette, Wis.
Loud, Genevieve.....	Albion
Ludington, Pearl J.....	Sand Beach
Martin, Thomas H.....	Negaunee
Maynard, Albert E.....	Clare
McAndrew, Lewis G.....	Muskegon
McAuliffe, William M.....	Albion
McCormick, Arthur L.....	Port Huron
McCormick, Elmer J.....	Port Huron
McDiarmid, W. LaRoy.....	Lowell
McDiarmid, Estelle.....	Lowell
McDonald, Wm. R.....	Benton Harbor
McKenzie, Hattie.....	White Oak
McKenzie, Charles F.....	Banfield
McWethy, Louis C.....	Rice Creek
Mealley, Mrs. Annie E.....	Albion
Merrill, Charles M.....	Big Rapids
Mitchell, Lillian A.....	Negaunee

Moore, Charles C.....	Devereux
Morris, Arthur J.....	Inland
Moyer, Owen.....	Jackson
Niles, Fred L.....	Charlotte
Nowlin, Herbert C.....	Albion
O'Hara, William F.....	Albion
Osmond, Jessie L.....	Moretons Hr., Newfoundland
Ott, Truman.....	Sheridan
Palmer, Abbie S.....	Albion
Pierson, Mary L.....	Springport
Quick, James B.....	Opechee
Reid, Frank T.....	Wilderville
Reusch, Moses E.....	Ionia
Reynolds, Emma H.....	Tompkins
Reynolds, Eva A.....	Tompkins
Reynolds, Hardie L.....	Fennville
Rhodes, G. Jay.....	Hart
Richmond, Henry J.....	Waterford
Reid, C. H.....	Albion
Roland, Frank.....	Albion
Rowe, Harry L.....	St. Louis, Mo
Rodgers, Jinks S.....	Summerville
Sackse, Walter.....	Ellis
Saunders, Fred L.....	Eckford
Scattergood, Otis O.....	Dowagiac
Schantz, Glenna F.....	Hastings
Scofield, Lula B.....	Lansing
Seaman, Dana A.....	Casnovia
Seaman, Rufus W.....	Casnovia
Shepard, Florence B.....	Albion
Simmons, John U.....	Roseburg
Simmons, Sarah.....	Roseburg
Sinn, Charles E.....	Hicksville, Ohio
Smith, Addie E.....	Haslett Park
Smith, Catherine L.....	Coldwater

Snyde, James G.....	Ceresco
Snyder, Carrie.....	Albion
Steele, Edgar A.....	Albion
Stevens, Rupert F.....	Free Soil
Sutton, Maggie A.....	Clayton
Taylor, Schuyler H.....	Ludington
Tuttle, Frances M.....	Albion
Vowles, Jennie M.....	New Hudson
Webster, Olive T.....	Albion
Wesbrook, Carrie L.....	Marine City
Wheaton, Horace G.....	Albion
White, James O.....	West Bay City
Whitney, Herbert C.....	Mayville
Winslow, Minnie R.....	Kalamazoo
Wolfe, Mary E.....	Hortonville
Wood, Edwin E.....	Ionia
Wooten, Fred.....	Homer

STUDENTS IN CONSERVATORY OF MUSIC.

PIANO.

POST GRADUATE.

Eggleston, Nina J.....	Marshall
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UNDER-GRADUATES.

GRADE VII.

Allen, Ja Nette B.....	Albion
Calkins, Ethel J.....	Big Rapids
Davidson, Eusebia M.....	Port Huron
Dwellely, May Edna.....	Fostoria
McNeill, Libbie.....	Laurel, O.
Powers, Calista May....	Springport
Starks, Annabel.....	Marengo

GRADE VI.

Burrall, K. Louise.....	Albion
Camburn, Adda.....	Adrian
Dickie, Clarissa.....	Albion
Emmons, Bertha E.....	Albion
Eddy, Myrtie L.....	Albion
Fairchild, Gertrude.....	Three Rivers
Fielden, Jennie A.....	Milford
Gale, Winifred L.....	Albion
Loud, Genevieve.....	Albion
Mitchell, Lillian A.....	Negaunee
Pyle, Mina B.....	Burr Oak
Rouse, Lulu P.....	Albion
Stevens, Ada.....	Parma
Stoepel, Mrs. H. R.....	Albion
Schantz, Glenna F.....	Hastings
Valentine, Edith B.....	Three Oaks
Wortley, Maud M.....	Chelsea
Walmouth, William.....	Detroit

GRADE V.

Caldwell, Mabel M.....	Mason
Cookingham, Mary E.....	Jackson
Cross, Millicent A.....	Bangor
Dalrymple, Nellie M.....	Albion
Dissette, Fannie T.....	Albion
Fast, Z. Elouise.....	Mendon
Groff, Nellie F.....	Albion
Knickerbocker, Flora A.....	Albion
Kirk, June E.....	Albion
Mikesell, Lulu.....	Charlotte
Mitchell, Jennie.....	Jackson
Perrine, Pearl.....	Tekonsha
Pett, Mary E.....	Hortonville, Wis.
Stevens, Adella.....	Parma

Sutton, Maggie A.....	Clayton
Smith, Rose M.....	Sunfield
Vowles, Jennie M.....	New Hudson
Welch, Winnifred E.....	Homer
Ward, M. Ella.....	Leslie
Wood, Mae.....	Chelsea

GRADE IV.

Allen, Alta W.....	Albion
Andrews, Ella M.....	Albion
Ball, Cora E.....	Albion
Clark, Lulu.....	Albion
Cole, Margarete S.....	Albion
Clark, Irene W.....	Albion
Carr, Jennie B.....	Albion
Dickie, Nellie A.....	Albion
Fenn, Carrie.....	Lapeer
Garlick, Leda May.....	Albion
Graves, Nellie.....	Albion
Grocock, James S.....	Menominee
Holcomb, Carrie.....	Fowlerville
King, Minnie.....	Litchfield
Osmond, Jessie L.....	Moretons Hr., Newfoundland
Palmer, Julia W.....	Albion
Powers, Florence.....	Homer
Root, Sadie.....	Little Prairie Ronde
Rowe, Mabel A.....	Mason
Rouse, Leora J.....	Albion
Rood, Katherine.....	Albion
Saunders, Carrie.....	Albion
Wixom, Anna A.....	Wixom
Wiselogel, Ethel.....	Pulaski

GRADE III.

Banks, Walter J.....	Albion
Bonnett, Louise.....	Burlington

Clark, Belle A.....	Williston, Vt.
Crane, Winifried.....	Albion
Clack, Theral.....	Albion
Hoaglin, Mrs. M. M.....	Albion
Holling, Lulu.....	Henrietta
Harrington, Cora B.....	Spring Arbor
Jacobs, Edith.....	Albion
Klopsch, Emil.....	Michigan City, Ind.
Koons, Ella J.....	White Oak
Lester, Gladys L.....	Marine City
Perkins, Bessie.....	Norway
Palmer, Abbie S.....	Albion
Smith, Clare L.....	Albion
Smith, Mabel E.....	Albion
Smith, Addie E.....	Hazlett Park
Van Zolenburg, Minnie.....	Petoskey
Varney, Elsie.....	Albion
Zorman, Emma C.....	Hanover

GRADE II.

Adams, Louise.....	Albion
Coykendal, Meda.....	Albion
Culver, Carrie.....	Albion
Ecker, Marguerite M.....	Mt. Clemens
Greeley, Gertrude.....	Albion
James, Lilly M.....	Red Jacket
Lynch, Florence C.....	Fenner, N. Y.
McKenzie, Hattie.....	White Oak
Munroe, Marian.....	Albion
Mitchell, Anna P.....	Negaunee
Perrine, Edith L.....	Valley City, N. Dak.
Richie, James.....	Albion
Shepard, Florence B.....	Albion
Wiederwax, Maud.....	Albion

GRADE I.

Barry, Mary.....	Albion
Dalrymple, Hattie A.....	Albion
Douglas, George B.....	Traverse City
Glascoff, Hattie.....	Albion
Hicks, Laila M.....	Lexington
Jacobs, Stella.....	Albion
Loveland, Grace.....	Comstock
Lohr, Nora.....	Albion
Morris, Ida J.....	Albion
Mosher, Margaret D.....	Albion
Smith, Katherine L.....	Coldwater
Whitburn, Emma.....	Eaton Rapids

REED ORGAN.

Higby, Vernia.....	Homer
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PIPE ORGAN.

Camburn, Adda M.....	Adrian
Eddy, Myrta.....	Albion
Grocock, James S.....	Menominee
Klopsch, Emil.....	Michigan City, Ind.
Perrine, May L.....	Eaton Rapids
Pett, Mary E.....	Hortonville, Wis.

PIANO STUDENTS NOT CLASSIFIED.

Brooks, Clemmie M.....	Parma
Coykendall, Minnie.....	Albion
Campbell, Mattie F.....	Albion
Field, Birdie Powers.....	Albion
Herrick, Belle.....	Albion
Knaus, Nettie B.....	Jackson
Mitchell, Mary A.....	Bay City
Noyes, Lucy.....	Homer
Smith, Josie C.....	Albion
Simpson, Effa B.....	Hastings

Sias, Kittie C.....	Midland
Webster, Claude.....	Eaton Rapids
Woodhams, Florence.....	Plainwell

VIOLIN.

POST GRADUATE.

Wiselogle, Ethel.....	Pulaski
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UNDER-GRADUATES.

THIRD GRADE.

Van Schoick, Ella.....	Albion
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SECOND GRADE.

DIVISION A.

Smith, Clare L.....	Albion
Smith, Mabel E.....	Albion
Smith, Josie C.....	Albion

DIVISION B.

Caleb, Lizzie.....	Albion
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FIRST GRADE.

DIVISION A.

Clark, Lulu.....	Albion
Dickie, Nellie A.....	Albion
Davidson, Eusebia N.....	Port Huron
Gemberling, Adelaide.....	Albion

DIVISION B.

Close, Fred.....	Bay City
Foote, Carson.....	Dryden
Klopsch, Emil.....	Michigan City, Ind.
Kyes, Calvin C.....	Albion
Miner, Frank W.....	Portland
McPherson, Margaret.....	Albion
Whitburn, Emma.....	Eaton Rapids
Woodhams, Florence.....	Plainwell
Whitney, Herbert C.....	Mayville

GUITAR.

Holling, Lulu.....	Henrietta
Osborn, Helen E.....	Concord
Powers, May.....	Springport
Rouse, Lulu P.....	Albion
Reynolds, Dora M.....	Fennville
Sheehan, Katie.....	Somerset, N. Y.
Tuthill, Cap'n. B. C.....	Hanover

CORNET.

Camburn, Arthur T.....	Adrian
Greeley, Luther.....	Albion
Loveland, Grace.....	Comstock
Richmond, Henry J.....	Waterford
Wilder, George P.....	Albion

CLARINET.

Berry, Frank J.....	Albion
Clark, Frank W.....	Williston, Vt.
Wellfare, Hugh J.....	Danby

FLUTE.

Dickie, Ada.....	Albion
Perrine, Roy.....	Albion

VOICE.

Arnold, John F.....	Albion
Bliss, Cora Barton.....	W. Saginaw
Babcock, Rena M.....	Albion
Barr, Chas. E.....	Albion
Barnhart, M. Amanda.....	Mason
Baird, A. Bell.....	Holly
Brooks, Clemmie M.....	Parma
Clark, Belle A.....	Williston, Vt.
Clark, Flora M.....	Williston, Vt.
Clark, Kittie.....	Albion

Collins, Martin B.....	Blissfield
Corliss, John C.....	Albion
Clancey, Zilpha.....	Albion
Caldwell, Mabel M.....	Mason
Camburn, Adda M.....	Adrian
Duncan, Victor E.....	Grand Rapids
Ecker, Marguerite M.....	Mt. Clemens
Foote, Carson.....	Dryden
Fielden, Jennie A.....	Milford
Fairchild, Gertrude.....	Three Rivers
Gale, Chas. B.....	Albion
Gale, Albert A.....	Albion
Harrington, Cora Belle.....	Spring Arbor
Howlett, Marian.....	Albion
Haynes, Fannie R.....	Leslie
Jacobs, Ruth.....	Albion
Keller, Lulu D.....	Albion
Kiefer, Myrtle.....	Homer
Kyes, David H.....	Albion
Knickerbocker, Flora A.....	Albion
Loud, Genevieve.....	Albion
Landon, John I.....	Springport
Lester, Gladys L.....	Marine City
Metz, Cornelia A.....	Albion
Meader, Robert E.....	Otsego
Perrine, Edith L.....	Valley City, N. Dak.
Pett, Mary E.....	Hortonville, Wis.
Rouse, J. Leora.....	Albion
Rodda, William J.....	Pinnebog
Reid, Frank S.....	Wilderville
Root, Sadie.....	Little Prairie Ronde
Starkweather, Blanche.....	Albion
Shank, Lee.....	Albion
Simpson, Effa B.....	Hastings
Scofield, Leila B.....	Lansing

Schantz, Glenna F.....	Hastings
Taylor Ralph W.....	Albion
Todd, Lola L.....	Albion
Thayer, Eugene B.....	Owosso
Van Zolenburg, Minnie.....	Petoskey
Van Schoick, Ella.....	Albion
Van Schoick, Flora.....	Albion.
Vowles, Jennie M.....	New Hudson.
Wilder, George P.....	Albion.
Westbrook, Carrie.....	Marine City.
Ward, Rose A.....	Beaufort, S. C.
Worthington, Jennie A.....	Albion.
Whitcomb, Jean.....	Bloomington.
Warren, Minnie.....	Monroe.
Woodhams, Florence.....	Plainwell.

STUDENTS IN THE ART DEPARTMENT.

PAINTING.

NAME.	RESIDENCE.
Allen, Martha E.....	Pontiac
Allen, Nettie.....	Albion
Bruce, Lottie.....	Albion
Cutler, Ira E.....	Putnam, Conn.
Dickie, Ada.....	Albion
Doolittle, Alice L.....	Albion
Ellett, Mrs. Lizzie.....	Albion
Gildersleeve, Mary.....	Spring Arbor
Gulick, Lillian M.....	Albion
Garfield, Mary.....	Albion
Kirk, Mrs. Mary.....	Albion
Lester, Gladys L.....	Marine City
Mikesell, Lou.....	Charlotte
Millard, Hattie E.....	Lapeer

Moore, S. E. P.....	St. Louis, Mo.
Mitchell, Lillian A.....	Negaunee
Mitchell, Mary A.....	Bay City
Monroe, Gale.....	Albion
Randolph, Nancy.....	Marshall
Rorabeck, Eleanor.....	Kalamazoo
Smith, Katharine L.....	Coldwater
Wright, Ethel.....	Marshall

DECORATIVE PAINTING.

NAME	RESIDENCE
Andrews, Bertha.....	Albion
Allen, Nettie.....	Albion
Barr, Mrs. Chas. E.....	Albion
Bruce, Mrs. A. G.....	Albion
Brown, Gertrude M.....	Albion
Bliss, Cora B.....	West Saginaw
Bissell, Bertha.....	Albion
Brown, Mrs. J. G.....	Albion
Bartholemew, Blanche.....	Charlevoix
Cannon, Mrs. T. E.....	Kalamazoo
Dearing, Mrs. Palmer.....	Albion
Davis, Mrs. William.....	Albion
Fox, Mabel.....	Albion
Fairchild, Gertrude.....	Three Rivers
Gale, Georgia M.....	Albion
Garfield, Mary.....	Albion
Hoaglin, Mrs. Fred. F.....	Albion
Kessler, Mrs. W. S.....	Albion
Knickerbocker, Mrs. W. B.....	Albion
Lester, Gladys L.....	Marine City
Michaels, Rena A.....	Albion
Moors, Myrte D.....	Greenville

Mills, Winifred E.....	Mason
Perkins, Bessie.....	Norway
Parmeter, Mrs. E. L.....	Albion
Robertson, Clara.....	Albion
Rorabeck, Eleanor.....	Kalamiazoo
Skilding, Carrie.....	Detroit
Smith, Katherine L.....	Coldwater
Wood, Mrs. O. B.....	Albion
Washburn, Belle.....	W. Saginaw
Wagner, W. A.....	Albion
Worthington, Jennie A.....	Albion
Woodhams, Florence.....	Plainwell

STUDENTS IN COMMERCIAL DEPARTMENT.

BUSINESS COURSE.

NAME.	RESIDENCE.
Austin, Mary H.....	Albion
Baker, Clarence G.....	Albion
Ball, William D.....	Albion
Bradley, Mary P.....	Albion
Bliss, Cora B.....	W. Saginaw
Crane, Winifred.....	Albion
Carr, Herbert A.....	Claybank
Carrier, Minnie.....	Lansing
Champion, G. Clyne.....	Albion
Clark, Frank W.....	Williston, Vt.
Close, Fred.....	West Bay City
Curtis, George H.....	Williamston
Congdon, Jennie M.....	Hubbardston
Clark, Belle A.....	Williston, Vt.
Church, Hamilton H.....	Albion

Cushman, Herbert W.....	Three Rivers
Edmunds, Arthur M.....	Banfield
Fox, Roy G.....	Bay City
Foote, Carson.....	Dryden
Ferguson, Geo. B.....	Albion
Gillispie, Thomas.....	Albion
Gardenier, Will A.....	Albion
Goodrich, John C.....	Tekonsha
Grocock, James S.....	Menominee
Gunnison, Gardie B.....	Homer
Hamilton, Calvin W.....	Eckford
Hunsberger, Clarke.....	Muskegon
Hall, Reuben.....	Sheridan
Harrow, Herbert S.....	Algonac
Higbe, Roy L.....	Williamston
Hull, E. Sidney.....	Albion
Koontz, Ella J.....	White Oak
Krenerick, Frank D.....	Parma
Krenerick, Fred. E.....	Parma
Klopsch, Emil.....	Michigan City, Ind.
Kyes, C. Calvin.....	Albion
Laycock, Jetta M.....	Stephenson
Lynch, Florence C.....	Fenner, N. Y.
Loomis, Leonard S.....	Union Home
Lutey, Samuel.....	Ishpeming
Lutey, Albert E.....	Ishpeming
Ludington, Pearl J.....	Sand Beach
Maynard, Albert E.....	Clare
McKinney, Frank W.....	Albion
McCormick, Arthur L.....	Port Huron
Morehouse, Carl W.....	Albion
McKenzie, Chas. F.....	Banfield
Miller, Roy N.....	Mason
McDiarmid, W. LeRoy.....	Lowell
McCallum, Geo. P.....	Thompson

Marson, Chas. C.....	Stephenson
Narrin, John.....	Ortonville
Nutting, Fred.....	Wheaton, Ill.
O'Conner, Mary.....	Albion
O'Hara, William F.....	Albion
Pierson, Mary L.....	Springport
Perkins, Mary E.....	Norway
Reid, Frank T.....	Wilderville
Roland, Frank.....	Albion
Ray, Ralph L.....	Concord
Roether, William C.....	Albion
Robinson, Will M.....	Battle Creek
Robertson, Harry E.....	Albion
Sachse, Walter.....	Ellis
Schultz, Samuel.....	Lansing
Seaman, Rufus L.....	Bailey
Sanders, Fred. L.....	Eckford
Shepard, Wirt V.....	Albion
Stephens, Rupert F.....	Free Soil
Snyder, Carrie A.....	Albion
Sturdivant, Ella.....	Albion
Scott, Ernest H.....	Richfield
Stimson, Matie.....	Chelsea
Sheets, Mrs. Charlotte.....	Albion
Shipp, William S.....	Marshall
Schofield, Lulu.....	Lansing
Smith, Katherine L.....	Coldwater
Teachout, Geo. A.....	Albion
Wheaton, Horace G.....	Albion
Wooten, Fred. E.....	Homer
Wilder, George P.....	Albion

SHORTHAND COURSE.

Andrews, Roy F.....	Albion
Bristol, Kate M.....	Albion

Bliss, Cora B.....	W. Saginaw
Barclay, Lynda.....	Rice Creek
Baird, Belle.....	Holly
Chadwick, Claudia M.....	Augusta
Congdon, Jennie M.....	Hubbardston
Carrier, Minnie.....	Lansing
Clark, Frank W.....	Williston, Vt.
Douglass, Geo. B.....	Traverse City
Folsom, Isabelle.....	Detroit
Ferguson, Geo. B.....	Albion
Ford, Myrtie.....	Albion
Hamilton, Calvin W.....	Marengo
Hovey, May.....	Albion
Hull, E. Sidney.....	Albion
Lynch, Florence C.....	Fenner, N. Y.
Kyes, David H.....	Albion
Kendrick, Carlotta F.....	Albion
McGillivray, Effie.....	Oscoda
McKinney, Frank W.....	Albion
Pierson, Mary L.....	Springport
Roether, William C.....	Albion
Urch, Mary E. G.....	Jackson
Sheets, Charlotte.....	Albion
Stimson, Matie.....	Chelsea

ADDENDUM.

CANDIDATE FOR THE DEGREE OF Ph. M.

Squire, Eliza C.....	Chicago
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PART II.

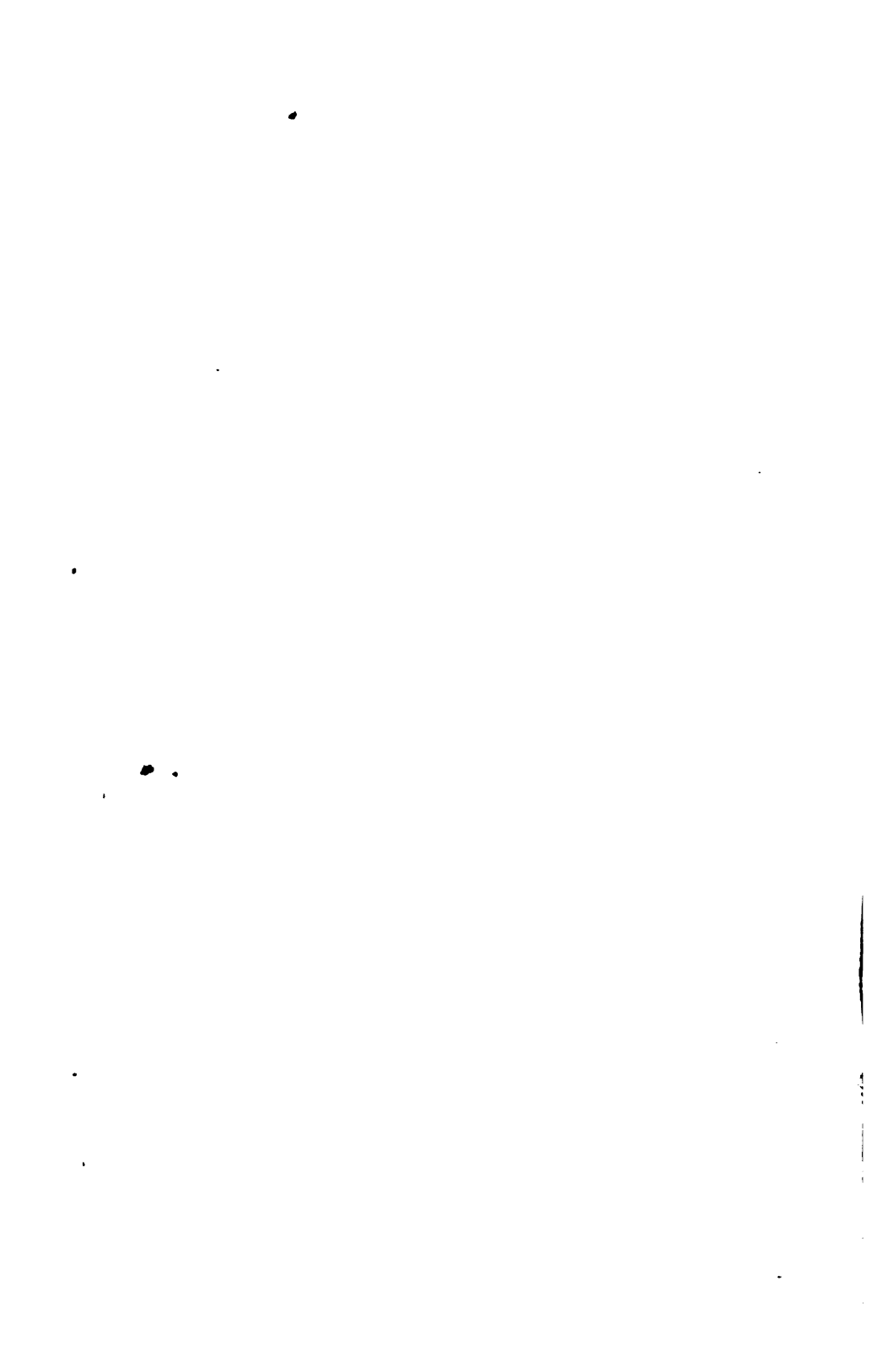
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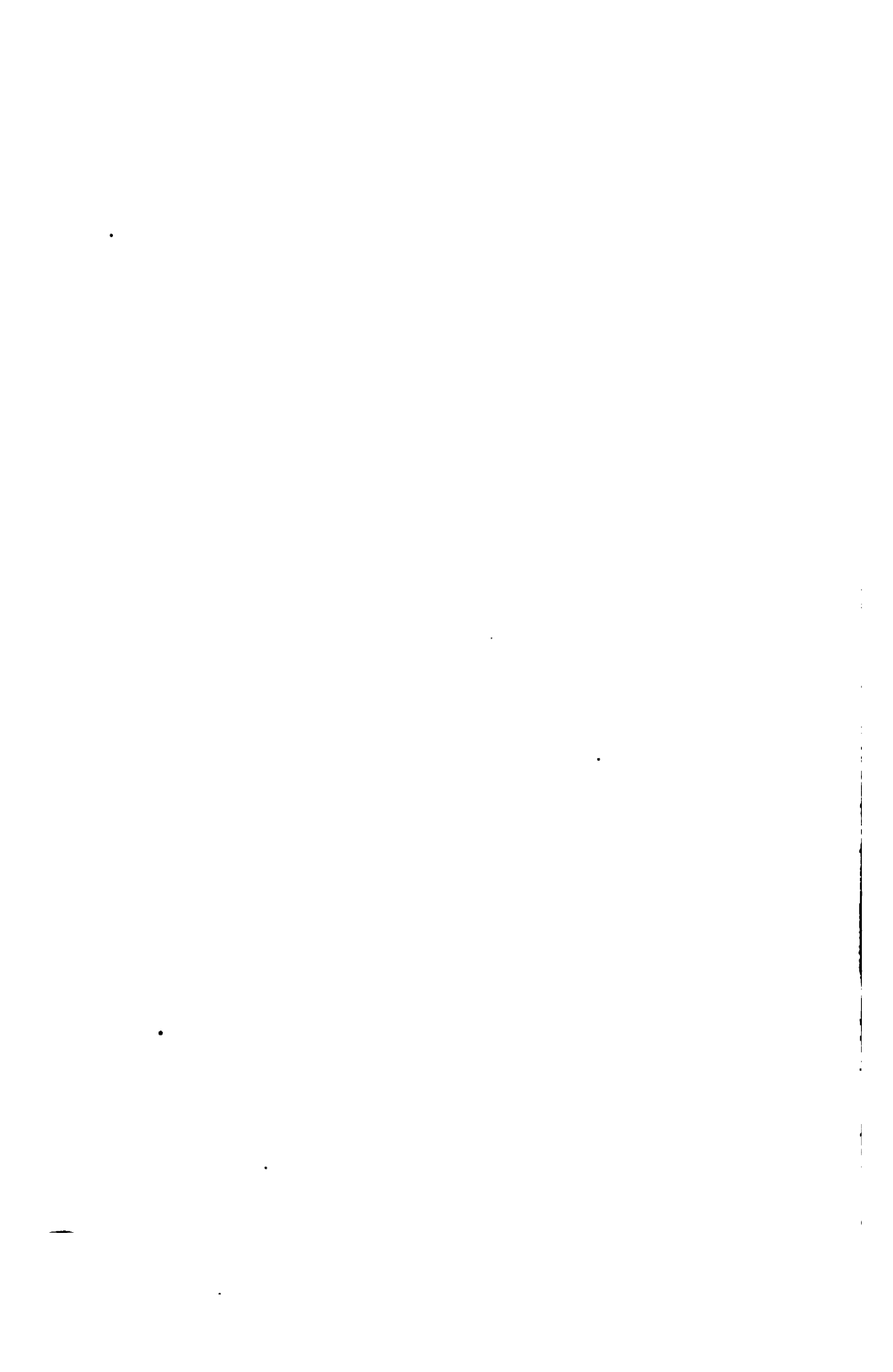
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ALBION COLLEGE

- I COLLEGE OF LIBERAL ARTS
- II NORMAL COURSE
[Under State Law]
- III SUB-COLLEGIATE DEPARTMENT
- IV CONSERVATORY OF MUSIC
- V SCHOOL OF PAINTING
- VI BUSINESS COLLEGE

YEAR BOOK, 1893-94



YEAR BOOK

—OF—

Albion College

—FOR—

1893-94.

ALBION, MICHIGAN.

PUBLISHED BY ALBION COLLEGE.

1894.

PRESS OF V. J. TEFFT, ALBION, MICH.



PRESIDENT'S RESIDENCE.



CALENDAR 1894-95.

1894.

COMMENCEMENT WEEK.

- June 20—Commencement Reminiscence Meeting, 8 p. m.
June 21—Anniversary of College Society, 8 p. m.
June 22—Anniversary of College Society, 8 p. m.
June 22—Closing Day of Examinations.
June 24—Commencement Sunday.
June 25—Class Day.
June 26—Alumni Day.
June 26—Annual Meeting of Board of Trustees, 2 p. m.
June 27—Conservatory Day—Commencement Concert, 8 p. m.
June 28—Commencement Day. Year Closes.

OPENING OF THE COLLEGE YEAR.

- Sept. 25—Examination of candidates for admission; also special examinations, 9 a. m.
Sept. 26—Enrollment Day—Commencing 9 a. m.
Sept. 27—Recitations begin—First Chapel Exercises, 9 a. m.
Nov. 21—College Day.
Dec. 18—Meeting of Board of Trustees, 2 p. m.
Dec. 21—Term closes at 12 m.

HOLIDAY VACATION.

1895.

- Jan. 2— { Entrance and Special Examinations.
 { Enrollment Day.
Jan. 3—Recitations begin—Chapel 9 a. m.
Jan. 31—Day of Prayer for Colleges.
Mar. 22—Term Closes.

SPRING VACATION.

- Apr. 3— { Entrance and Special Examinations.
 { Enrollment Day.
Apr. 4—Recitations begin—Chapel 9 a. m.
June 27—Commencement Day, preceded by Exercises of Commencement Week.

BOARD OF TRUSTEES.

OFFICERS.

President,
LEWIS R. FISKE.
Vice-President,
SAMUEL DICKIE.
Treasurer,
JAMES W. SHELDON.
Secretary,
DELOS FALL.

MEMBERS.

REV. L. R. FISKE, Ex-OFFICIO.

ELECTED BY DETROIT CONFERENCE.

	<i>Term Expires.</i>
Hon. H. M. Loud.....	Oscoda.....1894
Hon. A. T. Bliss.....	Saginaw.....1894
Geo. O. Robinson.....	Detroit.....1895
Joseph L. Hudson.....	Detroit.....1895
Horace Hitchcock.....	Detroit.....1896
Rev. L. P. Davis.....	Ann Arbor.....1896

ELECTED BY MICHIGAN CONFERENCE.

Jacob C. More.....	Grand Rapids.....1894
Hon. Geo. M. Buck.....	Kalamazoo.....1894
Rev. John Graham.....	Jackson.....1895
Willis W. Cooper.....	St. Joseph.....1895
James W. Sheldon.....	Albion.....1896
Rev. Wilbur I. Cogshall.....	Grand Rapids.....1896

ELECTED BY SOCIETY OF ALUMNI.

Samuel Dickie.....	Albion.....1894
Charles M. Ranger.....	Battle Creek.....1895
Rev. E. B. Bancroft.....	Owosso.....1896

ENDOWMENT FUND COMMITTEE.

W. P. Sidnam.....	Kalamazoo.....1895
Hon. Wm. H. Haze, M. D.,.....	Lansing.....1898
Hon. Daniel Striker.....	Hastings.....1901

Standing Committees for 1893-94.

EXECUTIVE COMMITTEE.

L. R. Fiske, Samuel Dickie, J. W. Sheldon.

AUDITING COMMITTEE.

L. R. Fiske, Samuel Dickie, J. W. Sheldon.

FINANCE COMMITTEE.

**Samuel Dickie, Horace Hitchcock, H. M. Loud,
Geo. O. Robinson.**

COMMITTEE ON FACULTY.

**L. R. Fiske, John Graham, Joseph L. Hudson,
Willis W. Cooper.**

COURSES OF STUDY.

L. R. Fiske, L. P. Davis, C. M. Ranger, E. B. Bancroft.

RULES AND REGULATIONS.

L. R. Fiske, J. C. More, W. I. Cogshall.

LIBRARY AND APPARATUS.

Aaron T. Bliss, Geo. M. Buck, Joseph L. Hudson.

BUILDINGS AND GROUNDS.

L. R. Riske, J. W. Sheldon, Samuel Dickie.

Visitors and Examiners.

ON BEHALF OF THE STATE.

**Hon. Henry R. Pattengill, Supt. of Public Instruction,
Lansing**

APPOINTED BY DETROIT CONFERENCE.

Rev. Henry E. Wolf.....Saginaw

Rev. Arthur W. Stalker.....Detroit

APPOINTED BY MICHIGAN CONFERENCE.

Rev. Thomas Cox.....Hastings

Rev. G. D. Chase.....Mason

BOARD OF INSTRUCTION.

LEWIS R. FISKE, PRESIDENT.

CARL B. SCHEFFLER, DIRECTOR OF CONSERVATORY.

MRS. W. H. SKILLMAN, PRECEPTRESS.

WASHINGTON GARDNER, PUBLIC LECTURER.

DWIGHT B. WALDO, SECRETARY.

REV. L. R. FISKE, D. D., LL. D.,
John Owen Professor of Intellectual and Moral Philosophy.

DELOS FALL, M. S.,
David Preston Professor of Chemistry and Biology.

CARL B. SCHEFFLER,
Piano, Harmony and Counterpoint.

SAMUEL D. BARR, A. M.,
W. H. Brockway Professor of Mathematics.

ROBERT S. AVANN, A. M., Ph. D.,
Latin Language and Literature.

FREDERICK LUTZ, A. M.,
Modern Languages.

E. JOSEPHINE CLARK, A. M.,
Teacher of Latin.

CHARLES E. BARR, A. M.,
Ezra Boistwick Professor of Astronomy and Acting Professor of Biology.

DWIGHT B. WALDO, A. M.,
Henry M. Loud Professor of History.

REV. FREDERICK S. GOODRICH, A. M.,
John Morrison Reid Professor of Greek Language and Literature.

Samuel O. Knapp Professor of Geology and Mineralogy.

WILLIAM F. OLDHAM, D. D., *
The English Bible.

HENRIETTA A. BANCROFT, A. M.,
English Language and Literature.

* To enter on duty in 1895.

JENNIE A. WORTHINGTON,
Piano and Harmony.

FRANKLIN C. COURTER,
Drawing, Perspective and Painting.

MRS. H. W. MOSHER,
Decorative Painting.

JENNIE M. WHITCOMB,
Piano and History of Music.

ROBERT E. McNEILL,
Voice Culture.

CHARLES L. McCLELLAN,
Principal of Commercial Department.

JOHN M. PEARSON,
Piano and Organ.

JENNIE E. LOVEJOY, A. M.,
Teacher of German.

ROSE A. WARD,
Violin.

MRS. EVA STEELE,
Shorthand and Typewriting.

SMITH BURNHAM, Ph. B.,
Teacher of History.

CARRIE M. BOLSTER,
Piano.

CHARLES S. JACOBS, A. B.,
Assistant Teacher of Greek.

WILBER D. ENGLE, A. B.,
Assistant Teacher of Chemistry.

MARY PHELPS,
Art of Expression.

ETHEL J. CALKINS,
Piano.

GEORGE E. DEAN,
Cornet.

REV. B. S. TAYLOR, M. D.,
Librarian.

CHARLES E. BARR, A. M.,
Registrar.

ORGANIZATION AND GOVERNMENT.

In 1835 the institution was chartered as an Academy, under the corporate name of "Spring Arbor Seminary," and located at Spring Arbor. The school never opened at the above named place, and, in 1839, the State Legislature amended the charter, changing the name to "Wesleyan Seminary" and establishing it at Albion. The institution was opened for the reception of students in November, 1843.

In 1849, the charter was further amended, creating a Female College, making the corporate name of the school "Wesleyan Seminary and Female Collegiate Institute," authorizing the granting of degrees to women. In 1861, the Legislature granted full college powers, making the corporate name "Albion College," and providing that the courses of study should not be inferior to those of the University of Michigan.

The general government of the institution is vested in a Board of Trustees, consisting of sixteen persons, six elected by the Detroit Conference of the Methodist Episcopal Church, six by the Michigan Conference, and three by the Society of Alumni. With the foregoing, the President of the college is associated as a member *ex officio*. The State appoints annually a Board of Visitors and Examiners to inspect the workings of the college, which Board makes a Report to the Superintendent of Public Instruction. Boards of Visitors are also appointed by both the Detroit and Michigan Conferences, and also by the Society of Alumni. A Centenary Board has been organized for consultation and advice, but without official authority—consisting of fourteen persons appointed by the Michigan Conference and a like number appointed by the Detroit

Conference, who, united with the Bishops of the church, are depended upon for many valuable suggestions for the most successful workings of the institution.

In the interim of meetings of the Board of Trustees a certain measure of power is vested in an Executive Committee consisting of the officers of the Board, who are also constituted an Auditing Committee.

The immediate government of the college is in the hands of the President and Faculty. The enrollment of the student carries with it obligations to perform the work assigned, and to live up to the spirit of the institution in study and deportment. The purpose of college life should be to secure scholarship, to broaden and culture the mind, and to build up noble character.

CHARACTER OF THE SCHOOL.

The institution is a college of Liberal Arts. It aims to lead young men and women along paths of study and knowledge, to cultivate the intellectual powers, to promote the scholarship of the individual and the intelligence of the public. It is not a theological school, as some suppose. There are a few elective Biblical studies, but no chair of theology. In the autumn of 1895, a chair of the English Bible will be provided, which will be in no sense Denominational. There are no theological tests and no religious exactions beyond regular attendance at chapel exercises during school days and attendance on church on the Sabbath, giving the students their choice of place of worship. The students come from families which represent the different protestant churches, some, indeed, from

Catholic families. The college was not founded in antagonism to State schools, but to do a work for the church which, in the judgment of the originators, the State could not do; that is, to give the church more efficiency than it would otherwise possess, and also to meet an obligation to aid in the general culture of the public without reference to denominational ends. But, believing in morality, we must believe in religion. No institution of learning will have a healthy, moral atmosphere which is not pervaded by a Christian spirit. To guard young men from the vices so common in every community, there must be a distinct religious sentiment and a positive spiritual atmosphere from which immorality is shut out, and which serves as an inspiration to pure thoughts and a correct life. But while Albion College does not teach theology, it does teach God as the Creator of all things, as a personal providence to every human being, as the author of the Bible, and who, in Christ, the Redeemer of the world, is ready to save every one who, in penitence and faith, will come unto Him for everlasting life. While the school is not sectarian, and does not interfere with the denominational preferences of any student, and while it does not aim to make educated ministers any more than educated lawyers or physicians or business men, it does hold that God has rights in every lecture-room, that He must not be shut out from any department of instruction, and that truth can have no foundation only as it rests finally on the being and creative power of God. The authorities of the college hold that character is more than scholarship, and to be perfect the character must be Christian. The aim is to supply the world with educated Christian men and women for all the professions, for all departments of legitimate business, and for all proper relations in life.

The census has shown that usually more than two-

thirds of the students are church members, nearly all religious bodies, as mentioned above, being represented here.

The atmosphere is, therefore, moral, the product of religious convictions. In connection with the college there is a Y. M. C. A. and a Y. W. C. A., and an Epworth League composed jointly of the students and the young people of the city of Albion.

LOCATION AND BUILDINGS.

As with many other institutions of learning, the college bears the name of the place where it is located. Albion is a thriving young city of 5,000 inhabitants, situated in Calhoun County, near the central portion of the lower Peninsula of Michigan. It is one of the most beautiful towns in the State. The ground is rolling and picturesque, so that the view is delightful as gained from any point. It has several large manufacturing establishments which add much to the capital of the place. These are principally in the western portion of the city. It is a very healthy town, depending partly on the topography of the place and partly on its unusually pure water. Its system of water works is supplied with water from artesian wells, which reach down into the rocks 100 feet from the surface. The postal facilities are equal to those of the largest cities, as there is free mail delivery. Albion is on the main line of the Michigan Central Railroad, 95 miles west of Detroit. The facilities of communication are all that could be desired. The Lansing Division of the Lake Shore & Michigan Southern crosses the Central at this place, providing direct connections with the main line of the Lake Shore on the South; and at the north with the Grand Rapids Division of the Michigan Central, the Detroit, Lansing and Northern,

the Grand Trunk, and other lines. The country about Albion possesses much of scenic beauty, and comprises some of the finest farming lands in the State.

The College Campus contains about twenty acres of ground, fifteen acres occupied by the buildings, and lying on the west side of the buildings, in the direction of the business portion of the city. The balance of the ground is on the east side of the buildings, and is principally covered by a beautiful grove. The campus is by nature a charming part of the city, and has been much improved by art.

The buildings occupy the highest portion of the grounds, some forty feet above the level of the principal business street, and are reached by a gradual ascent. They are a little less than one half mile from the center of the city. There are three main buildings contiguous to each other, which are built of brick and stuccoed. The central one of these is 40x100 feet, and four stories high. It is devoted principally to the Conservatory of Music and the Department of Biology. One half of the second and third stories is occupied by the Museum, and the other half by the Biological Laboratory. The other two buildings are each 46x80 feet, and three stories high. One of these is the Chapel and Library Building, which also contains the Business Office and President's Room. The other is divided up into Lecture and Recitation Rooms, containing in addition, the Halls of the two College Literary Societies and the Art Studio. On the Campus, also, stands the Astronomical Observatory, which is admirably equipped. Just across the street from the Campus on the north is the President's House, which overlooks the Campus on the west, and is one of the finest residences in the city.

A Gymnasium Building was completed in the Autumn of 1892. This has on the west a frontage of 52 feet, a depth of 94 feet, while on the east end of the building there

is an extension, making the width 70 feet. This is a building consisting principally of brick and stone, with three entrances, one for young men, one for young women, and another as a special entrance. It contains a general room for instruction and drill, a running track, offices, a ball court, lavatories, bath rooms, dressing rooms, lockers, etc.

The McMillan Chemical Laboratory, the gift of Senator McMillan, was built in 1893. Above the basement story it is built of brick, with stone trimmings. It is 52x87 feet, and four stories in height, and of the colonial style as affording the largest accommodations for the money expended. The internal arrangements of the building will be exhibited in another part of the Year Book in connection with the text on the appliances of the Chemical Department.

STEPS PRELIMINARY TO ADMISSION INTO ALBION COLLEGE.

1. The Year Book contains such information in regard to the College as the student needs to gain before coming to the institution. It will be mailed to any person writing for it.

2. All candidates for admission must first call at the President's Room, No. 3, Chapel Building. They must present satisfactory testimonials of good character. No others are admitted. If the candidate for admission comes from another institution, he should bring a certificate of honorable dismissal.

3. The next point to be settled is that of preparation to take up the prescribed courses of study, or the determination of the classification if advanced standing is sought.

If the student comes from an approved school his certificates will be examined and his classification given him. If he does not enter on certificates he will be examined.

4. After the foregoing work is attended to the student is enrolled and his work assigned him.

Enrollment Day.—The opening day of each term is Enrollment Day. As a special list of students is prepared for each term, all students must report for enrollment on the first day of the term. For new students this is the act by which they become members of the institution. The tickets issued contain a list of the studies to be pursued, and also a statement of dues,—*which must be paid before the student is admitted to recitations.* All individuals intending to enter any of the departments of the College should report on first day if possible. If this cannot be done, they will be received at a later date, if qualified to enter the classes. Persons who are already students are also *required* to take out their term tickets on Enrollment Day so as to be able, on the following day, to commence their work with the regular classes. The closing of a term does not terminate the student's connection with the institution; *and unless he graduates or is excused by the President he must be present on the first day of the succeeding term.* Absence on that day is as much a violation of the rules and order of the school as though it occurred in the middle of the term.

Examination of Candidates for Admission.—At the opening of College Year, *on the day preceding enrollment.*

At the beginning of the Winter and Spring Terms—*on Enrollment Day.*

The Faculty are not at liberty to give instruction previous to the presentation of the Term Ticket receipted by the Secretary.

REQUIREMENTS FOR ADMISSION INTO THE INSTITUTION.

COLLEGE OF LIBERAL ARTS.

Candidates for admission to the Freshman Class must be at least sixteen years old, must pass examination in the Primary English branches, and in all the studies of the Sub-Collegiate Course, or studies equivalent thereto, as taught in the High Schools, unless admitted on diploma or certificates from other schools under conditions elsewhere stated.

Candidates for advanced standing must, in addition to the foregoing, pass examination on advanced studies for which credit is sought, unless coming from other colleges whose work is accepted by us. Persons not candidates for a degree will be admitted to the regular classes, *but will be charged the matriculation fee, when their scholarship would entitle them to admission into the Freshman Class.*

SUB-COLLEGIATE DEPARTMENT.

Candidates for admission into the Sub-Collegiate Department must have a knowledge of the primary branches, including Geography, Arithmetic and Grammar, so far as will fit them to take up the work of the First Sub-Collegiate year as printed in the Year Book. Starting with this preparation, those who are studious will be able to complete the course prescribed in four years, so as at that time to enter the Freshman Class. For advanced standing examinations must be passed on that part of the course for which credit is given, or on work equivalent thereto, unless certificates are brought for the same from accredited schools. The object of this department is two-fold:

- (1.) To provide young people who desire to fit themselves for college with complete advantages for such preparation.
- (2.) To supply academic work for those who do not

care to prepare for college. These will be allowed to take such studies as their scholarship will enable them profitably to pursue, whether elementary or more advanced. If they take college studies, that is, studies taught only in the College of Liberal Arts, they will be expected to pay the matriculation fee.

CONSERVATORY OF MUSIC.

Students are admitted to this Department at any stage in the course. They must confer with the Director of the Department to determine what work they can profitably carry. They will be assigned to such grade as their acquirements indicate.

SCHOOL OF PAINTING.

Before commencing work in the Studio, Painting students must procure ticket for the same, and talk with the Head of the Department as to plans of work and proficiency—if any—already gained. The order and kind of work must be subject to the judgment of the Professor in charge.

BUSINESS DEPARTMENT.

The literary attainments of students entering this Department greatly vary, and hence practically they must be treated according to individual qualifications. The Principal must, therefore, be made acquainted with the fitness of each, on entering, for the studies he is to pursue. This can only be done by free and full conference with him.

ADMISSION FROM HIGH SCHOOLS.

1. Under conditions mentioned below, we shall accept, without examination of students, the work of the best High Schools of twelve grades as preparation for College. Under the same conditions we shall admit into our Fourth Sub-Collegiate year from schools of eleven grades which are known to be doing satisfactory work.

If, however, the student in preparing for college has

not pursued the study of Latin or Greek, or only to a limited extent, but desires to enter the Classical or Latin-Scientific or Greek-Scientific course, he can thus be classified without material loss of time by taking up these studies in classes which are always organized in the Institution. This provision is made because we believe it to be best for every student to get as complete a knowledge of language as possible. For such students, however, the number of Electives must be quite limited.

2. The regulations contained in the preceding paragraph apply to all schools which

- a.* Have been approved by us; or
- b.* Have been approved by the Faculty of the University of Michigan; or

c. Have supplied us with the evidence that, in extent, quality and completeness of work, the pupil has gained the scholarship and culture required to enter our classes. If the school has received formal approval according to (*a*) or (*b*) of this paragraph, we shall admit students directly on their diplomas and certificates. But if the school is not included in one of these classes, and it is desired to enter into relations with Albion College, the course, or courses, of study must be transmitted to us with such statements in regard to the work done as are considered important. This will be preliminary to an adjustment of relations.

3. To be admitted into the College without examination, the student, if coming from a school included in one of the classes of 2, (*a*) or (*b*), will present his diploma or certificates, together with a letter from the Superintendent or Principal of the school, informing us that his work has been thoroughly done, that his habits are studious and that he possesses capacity for genuine scholarship. On the strength of this he will be immediately classified. If he comes from a school embraced in class 2, (*c*), he must

present his diploma or school certificates, with a letter from the Superintendent or Principal of the school certifying to the earnestness and success of his school work. He will then be classified provisionally, according to the tenor of these documents, which classification will be made permanent after a few weeks' successful study in the Institution.

4. On account of the exceptional length and fullness of a few of the High School courses, the graduate sometimes finds that he has covered more subjects than are required for entrance into the best colleges. Such a graduate will be able to get advanced credit for some of the extra subjects thus taken, and to shorten his course in college by a third or even a half year. For this advanced credit High School certificates will be accepted, save in the case of those subjects suited only to a later stage in one's culture, such as Philosophy, Political Economy, Political Science, etc. The exact amount of credit to be given will in every case be determined by the head of the department interested.

For some years the conviction has been growing that colleges should offer special advantages, not only to High School graduates who expect to enter upon a professional career, but to all who have high aims in life. The fact has come to be appreciated that, for the development of intelligent manhood, for the best discharge of the duties of citizenship, for meeting the demands of the highest forms of the arts, and for keeping pace with the advancing civilization of the age, the large class of persons who will carry forward the business and industries of the world would derive incalculable benefit from liberal culture.

But how can ambitious young men and women, who have formed high ideals of excellence, prepare for college? This preparation must, in most cases, be obtained in the

High Schools, if gained at all. We recognize the fact that the High School exists to meet local wants, and does its work best when it most fully meets such wants. But for some years the Faculty of Albion College have been studying this question in the light of all the information they could obtain, with a careful scrutiny of the principles involved, and have reached the conclusion that the courses of study best adapted to the purposes of the High School may, and ought to be, accepted in preparation for college. We have tried the experiment and found it successful, of taking the student at the point up to which the best schools have educated him, giving him credit for all his work. This practically throws college doors open to a large number of young persons who, on the old system, would be deprived of the advantages provided in the higher institutions of learning. By this plan we do not admit at any lower point of scholarship, but make the lines of study in preparation more flexible, holding that it is training and culture that are needed, which can be secured through superior and adequate range of work, rather than by adherence to the old method of following always a special line of studies. We have found that a large number of schools of twelve grades—in the quality and extent of work done—may be trusted to prepare for the Freshman year in college; and that many of the schools of eleven grades may be relied upon to fit the pupil for the Fourth or highest Sub-Collegiate year.

APPLIANCES.

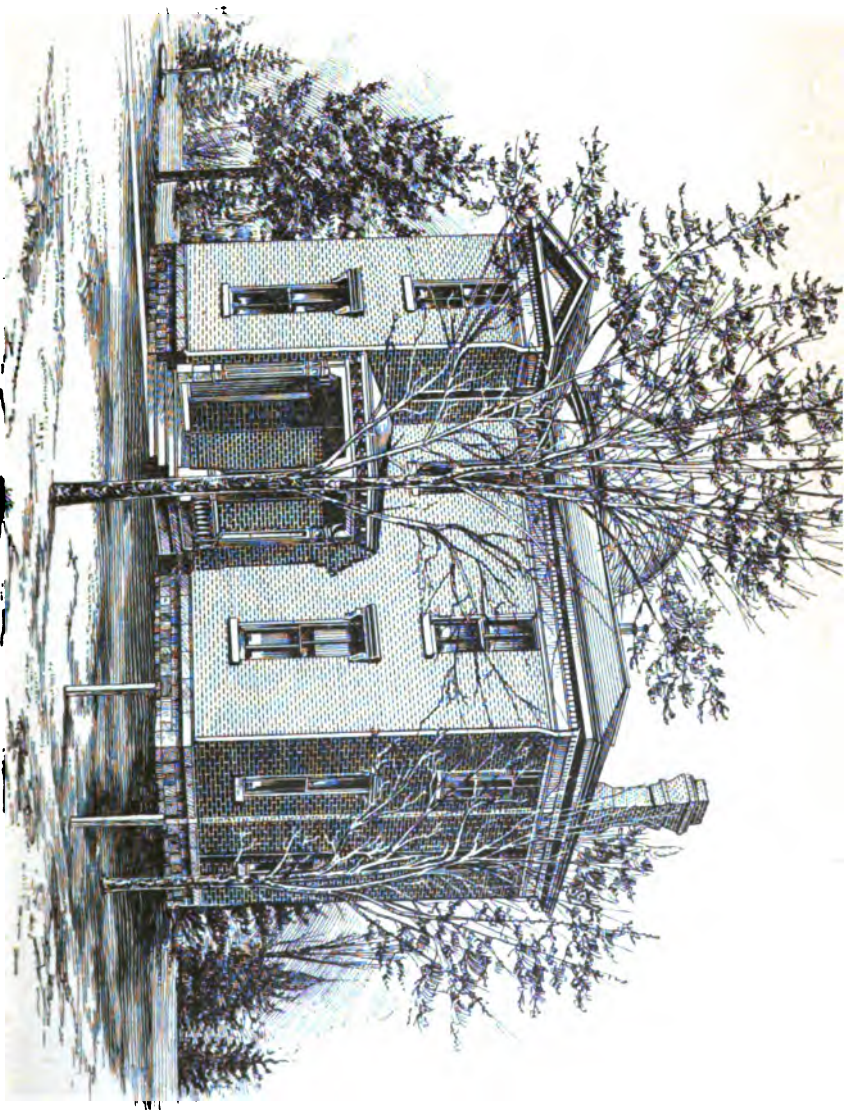
ASTRONOMICAL OBSERVATORY.

The Observatory stands on the campus, on high ground, affording an uninterrupted view in all directions. The building, reared in 1883, is of brick, two stories high, with a round tower which rises to three stories, and is surmounted by a dome.

On the lower floor are the lecture room of the department of Astronomy and Applied Mathematics, and the pier-rooms through which pass the brick supports for the fixed instruments. These are also utilized for containing the apparatus employed in the study of Physics. On the second floor are the Transit room, containing the Transit Circle, Clock and Chronograph, a computing room, a room for portable instruments and a room containing the Astronomical and Meteorological Library. In the round tower is placed the Equatorial.

The instruments are of the best class, the chief among them being as follows: A Transit Circle by Fauth & Co., of four inches aperture, reading by two micrometer microscopes to single seconds. It is provided with micrometer in right ascension and declination. A Sidereal Clock by Fauth & Co. A Chronograph by Fauth & Co., with Saegmueller's maintaining power. The Equatorial, constructed and mounted by Alvan Clark & Sons, of eight inches clear aperture, and provided with circles, driving clock, filar micrometer, and a full outfit of eyepieces, both Huyghenian and Ramsden. The above instruments are all in electrical connection.

The Meteorological Instruments include a Standard Barometer, Maximum and Minimum Thermometers and Psychrometer by J. & H. J. Green, Rain and Snow Gauges,



ASTRONOMICAL OBSERVATORY.

11

etc. Observations are taken three times a day and forwarded to the offices of the State Board of Health and the United States Signal Service.

Excellent instruments are provided for practical work in field surveying.

The Astronomical and Meteorological Library contains over 350 bound volumes and pamphlets, always accessible to advanced students for reference and research. Works of an elementary or more popular character are left in the general library.

BIOLOGICAL LABORATORY.

This is situated on the second floor of the Central Building, in immediate connection with the College Museum, which can thus be utilized continually and conveniently for illustrative material. It contains a lecture room for class work and a finely lighted laboratory of 22x45 feet. Tables are arranged for thirty-five students in the general Laboratory and a private room is provided for advanced workers. Such books as are of special service in the laboratory work are kept at hand for constant reference. The college is well provided with microscopes and accessory apparatus, including rocking and sliding microtomes and a full outfit for bacteriological investigations. The cabinet contains several hundred mounted specimens and is rapidly growing. Mounting materials, stains and reagents of all kinds are furnished to the student at cost prices (the entire expense of a laboratory course averaging about two dollars per term).

PHYSICAL LABORATORY.

This Laboratory is at present in connection with the Observatory. It is provided with a fair equipment of apparatus for purposes of illustration and experiment. The workshop has recently been provided with a first-class

engine lathe and tools for working in metal and wood, which increases its efficiency.

CHEMICAL LABORATORY.

This building, the generous gift of Senator James McMillan, is devoted exclusively to the Department of Chemistry. It was dedicated, Nov. 15, 1893, with appropriate exercises. The plans were drawn by Mr. E. W. Arnold, architect, of Detroit. As the building has been erected since the issue of the Year Book of 1892-3, we present the following general description:

The general form of a building that would best suit the requirements of the various departments was found to be a rectangle, 52x88 feet. This is divided into two parts in each story by a hall 13 feet in width. This provides a wide, recessed entrance on both sides of the building.

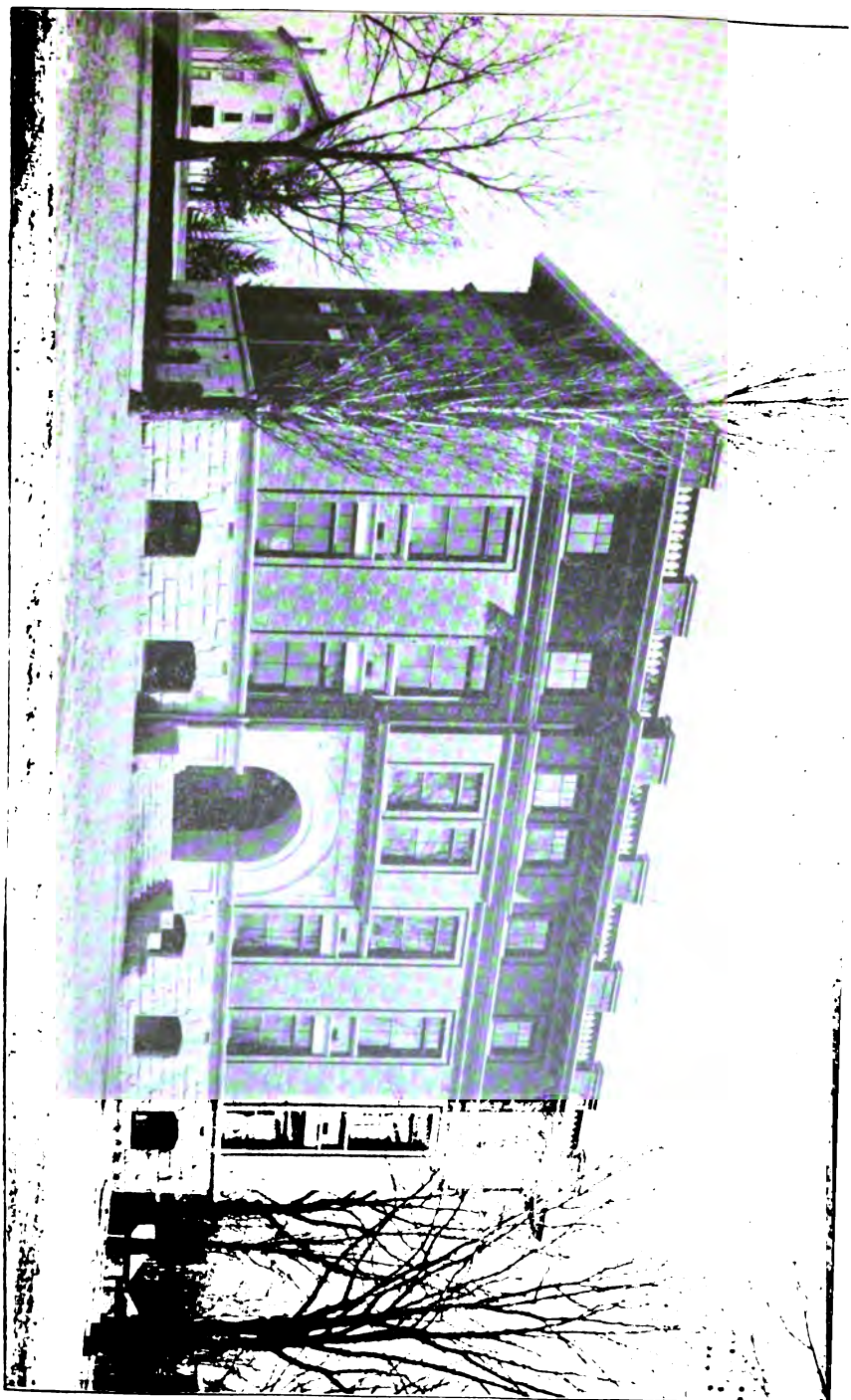
There are three stories and a basement, all abundantly lighted by high and broad windows.

All outside and inside walls are of brick. The entrances, sills, lintels, copings, etc., are cut stone, the cornices of galvanized iron. The foundations are of stone. From the ground to the first story window-sill, the outside is faced with cut stone ashlar in courses.

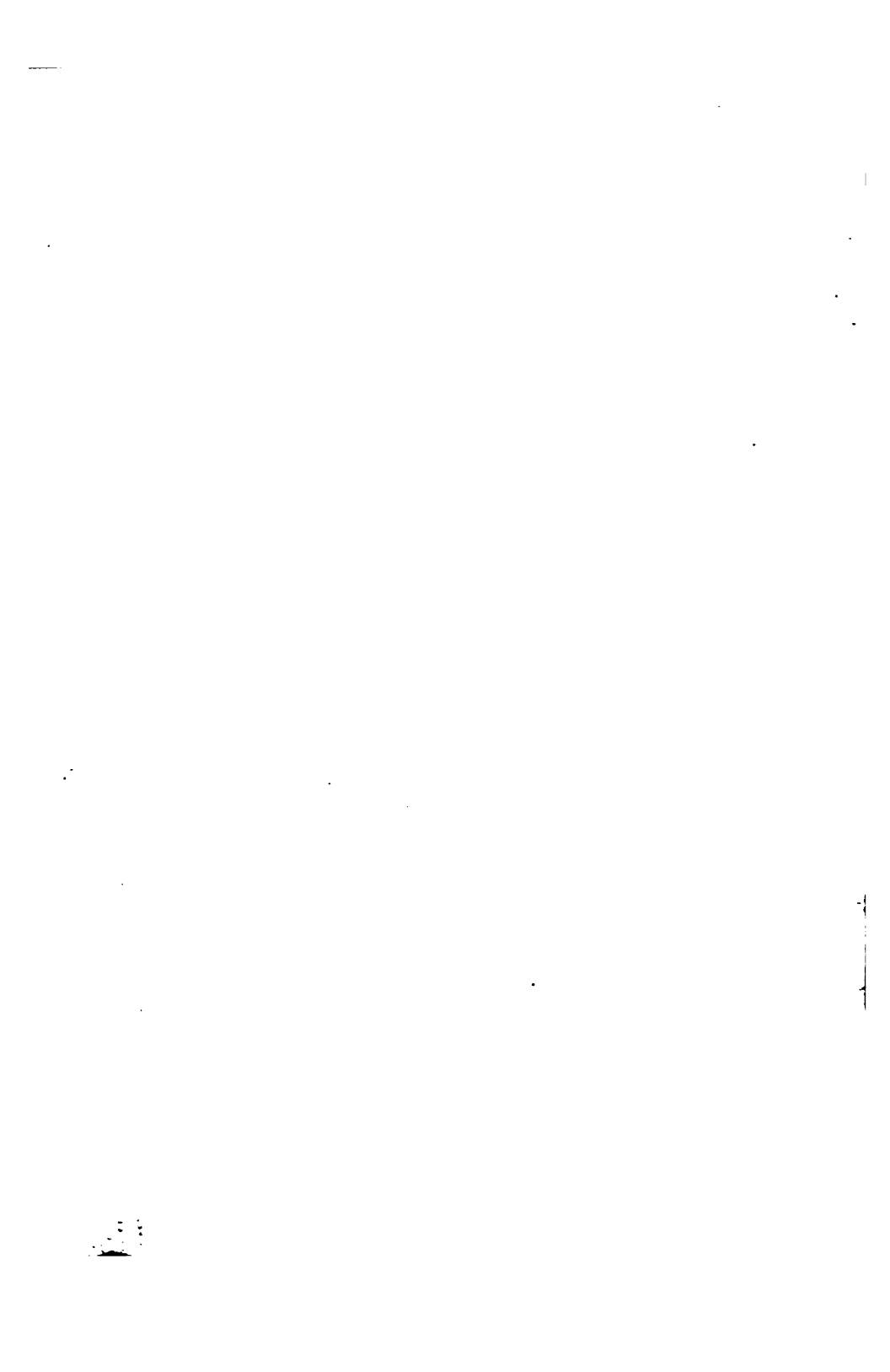
The exterior treatment is colonial in character, which gives the building a quiet dignity and, at the same time, perfect appropriateness to the purposes for which it is erected.

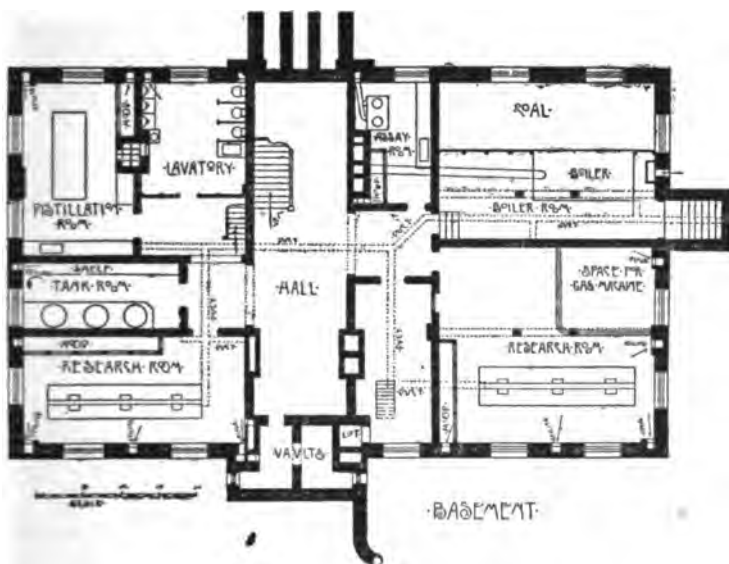
The basement story is 10 feet high and contains a boiler and fuel room, an assay laboratory with three furnaces and a fire table; a hall, a fire-proof storage vault; a research room, fitted with tables, ventilating hoods, etc.; a room for large gas tanks holding oxygen and hydrogen; a distilling room, with fire-proof tables, hoods, etc.; a lavatory, a storage room, and a second large research room.

In the first story, which is 13 feet high, there is, on



McMILLAN LABORATORY.

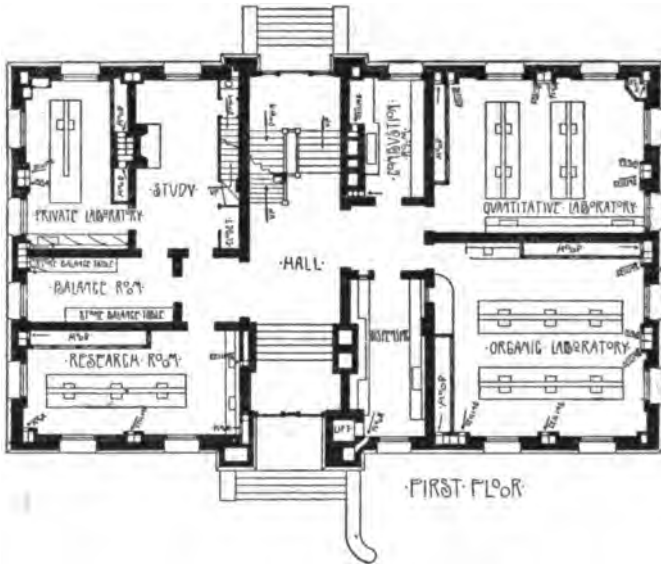




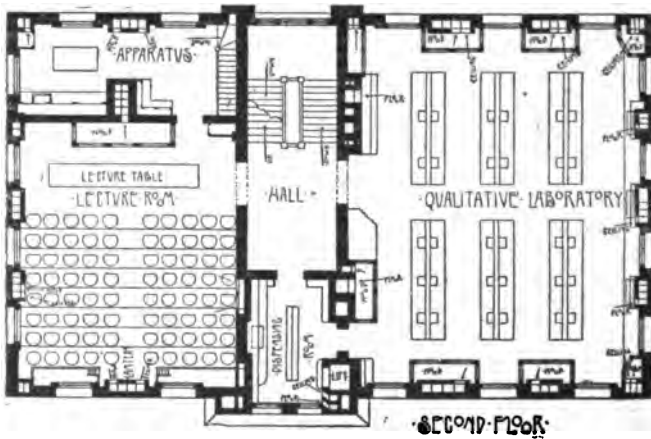
one side of the hall, the organic laboratory, 27x30 feet, containing tables for 24 students, with 29 feet of hoods, also wall tables, cases for chemicals, etc. Adjacent to this is the quantitative laboratory, 22x30 feet, with tables for 20 students, hoods, wall tables, etc.; a combustion room, 10x17 feet, and dispensing room, 10x21 feet.

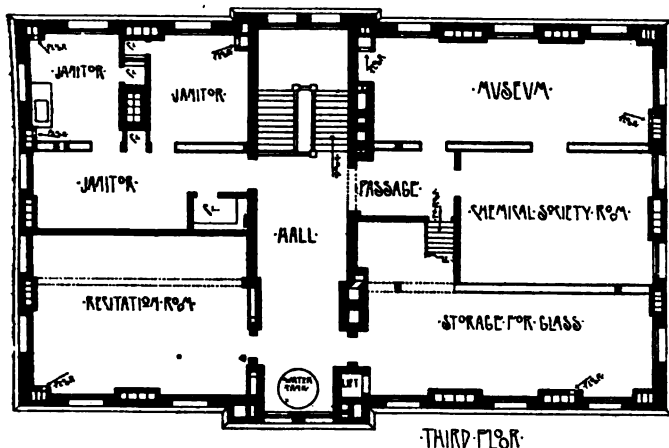
On the other side of the hall is the instructor's study, with a private stairway to the basement and the lecture room above. This is furnished with book cases, fire place, wardrobe, etc. Off this is a private laboratory, with large table, hoods, wall tables, cases, etc. The balance room, 9x21 feet, and a research room, 15x30 feet, complete the equipment of this floor.

The second story is also 13 feet high and contains the qualitative laboratory, 40x49 feet, with tables for 80 students, with 7 hoods, wall tables, cases, etc. The lecture room, also on this floor, 30x37 feet, will accommodate 82



students, the seating being arranged in rising tiers of chairs. This room also contains an elaborately furnished lecture table, provided with a large pneumatic cistern, a





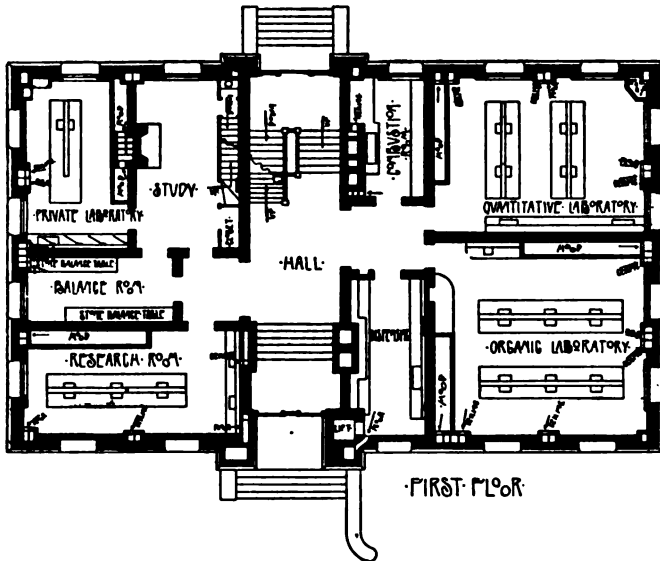
powerful down draught for handling noxious gases, wash bowl, gas, water and waste pipes at convenient intervals, hydrogen and oxygen from the tanks below, electric connections with dispensing and assistant's rooms, a plunge battery, etc.

Behind the lecture table is a hood 14 feet long, double counter-balanced blackboards, a rolling stereopticon curtain, etc. Off the lecture room is an apparatus and preparation room, which contains cases for lecture table apparatus.

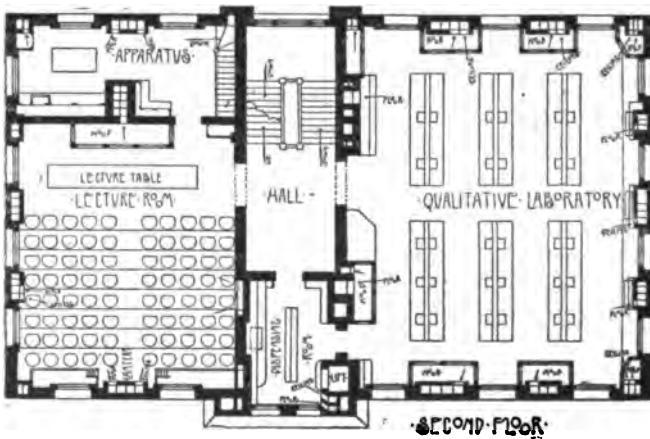
The third story is 10 feet high and contains a chemical museum, a class room, a chemical society room, three rooms for janitor's residence, store rooms, etc.

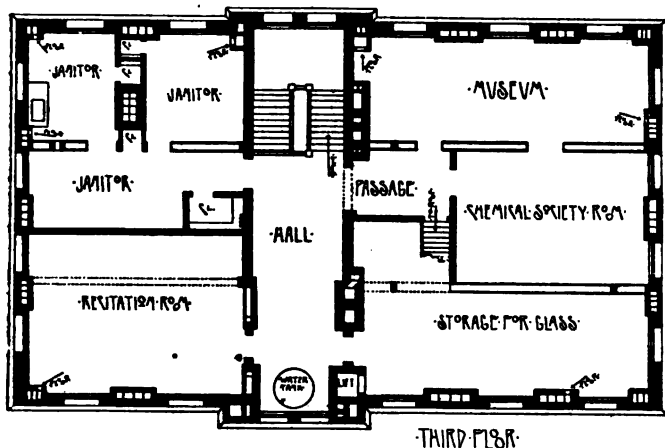
The heating is by steam, direct radiation, and in addition to this there are encased radiators recessed under the windows with register openings through the walls. By this means a supply of warm, fresh air is admitted to each room, which can be fully controlled.

The ventilation is by large ventilating flues and groups of flues arranged so as to ventilate all parts of the



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building and at points where most needed. The flues are in three sets, viz : for floor ventilation, for ceiling ventilation and for hood ventilation, each set independent of the other and yet each working in combination with the other, and all controlled independently. Steam heat is applied in all flues in the upper story, which will insure their proper working.

The Laboratory is supplied with gasoline gas from a machine of 400 Bunsen burner capacity. Each student's table is provided with two gas and two water cocks, wash bowl, two drawers, cupboards and shelves. The gas and water are also distributed to all hoods, dispensing rooms, etc.

MUSEUM.

Very early in the history of the college a beginning for a museum of natural history was made by the gift of a valuable box of copper specimens by the Revs. W. H. Brockway and J. H. Pitezel. Later on Dr. Alexander Winchell, then State Geologist, presented the institution with a collection of 1,000 specimens of named and mounted minerals. Little use was made of these till about the year 1880. The year previous to this the college sent one of its Faculty to Brazil for the purpose of making collections of the remarkable fauna and flora of that region. The expedition was highly successful, resulting in the collection of several hundred specimens of birds and animals, a considerable number of botanical specimens, also pottery taken from the mounds of that country. The specimens of fauna and flora were immediately put to use in the regular work of instruction. Many additions have since been made by other travelers in South America, Mexico, Africa, Japan, China and other countries.

The Museum occupies the north half of the second and third stories of the central college building, consisting of

a room 40x50 feet, with a wide gallery extending entirely around the same. In the gallery are located the collections in Natural History and Conchology, being placed in twelve large double cases. The main floor is devoted to minerals, fossils, corals, Indian relics, war relics, and articles representing the arts and customs of foreign lands, and rare coins. These fill sixteen large cases, the most of them double, showing the specimens from both sides. The collection of minerals from Michigan is very complete, so far as identified by scientists. Most of the States, as well as many foreign countries, are here represented. The collection of curios from Asia, Mexico, etc., is unusually rich in variety and extent. It represents the arts, customs, and religions of those lands. The Botanical Collection is placed in the Botanical room so as to be convenient for use in instruction.

The Museum is beautifully lighted.

Besides the mounted specimens displayed in the cases, the college keeps constantly on hand many hundred specimens of type forms preserved in alcohol, in order that when a given subject is reached every member of the class may be supplied with a study specimen. In this way the work of acquiring knowledge of a subject, such as botany, zoology or mineralogy, does not consist in the mere acceptance on faith of the statement of the author, but it is the privilege of the student to challenge those statements by a practical appeal to the natural objects.

Special efforts are constantly being made completely to represent the fauna and flora of the State of Michigan.

Quite recently large collections of objects, representing the condition of pagan lands in matters of religion and customs of the people, have been received as donations of special interest in the line of missions. The Museum con-

tains quite a large collection of rare and old coins, nearly filling four large cases.

During the year several specimens of the Elk have been received from Montana, of the Lynx from the Northern section of the State, and of war-memorial relics from the battle fields of the South. We have put in the Museum a full line of minerals from the exhibit of New South Wales at the World's Fair; also a complete set of ores (silver, gold, copper, iron, etc.) from Washington and Idaho. We have added specimens of minerals from Ontario and Quebec.

We have obtained an excellent collection of vegetable products, including specimens of woods from Peru.

Thanks are due Oscar B. Warren for a number of birds from the Northern Peninsula.

The college is anxious to make collections, in every direction, of minerals in this State and other States, fossils, botanical specimens, Indian and war relics, etc. Any articles appropriate to the Museum will be properly named, and labeled also with the name of the donor.

MAPS AND CHARTS.

The study of the classical languages is largely dependent on this class of appliances. Maps that are historical as well as geographical are required. They should be made objects of study, not kept merely for reference. They should be made to show the development of countries which they portray—unfolding and illustrating historical movements.

Of apparatus for illustrating the work in Language, Literature and History the institution has a valuable collection. Both the Latin and Greek departments are provided with full sets of classical maps. The Greek department has quite a large amount of material for the illustration of Greek Archæology and a valuable set of charts for exhibiting in detail the topography of Ancient Athens.

As illustrating one of the methods of teaching history it will not, we trust, be considered out of place to speak of the "Layer Map" plan. The institution has at its command about 180 maps of this class, representing successive stages in territorial history. These 180 maps represent some 800 historico-geographical changes. In the United States alone some 100 changes are represented.

The advantages of the device employed are apparent. It is superior to the series of maps, because (1) it changes with history; (2) a more definite concept of the changed territory is obtained when it can be taken off and handled as a piece of cloth; (3) the student can be set to work out the changes for himself—to build up or take to pieces the map; and (4) it is less expensive, involving but one or two full-sized maps. It is superior to the black-board scheme, because (1) it is clearer; (2) it is more accurate; (3) it is easier to reproduce, and so not too difficult for the student and the overworked teacher; and (4) it preserves both the original condition of things and the changed order, each of which can be reproduced in turn, and thus the exact nature and extent of the change can be clearly and definitely seen.

Incidentally the use of soft-wood back has suggested several little devices which we find quite helpful. For battles we use a bright red spear-head of stiff cloth fastened with sealing wax to the head of a needle. These, being removable, are placed on the map just where events call for them; can be made large enough to show across any room without permanently disfiguring the map; do not crowd regions like the Netherlands, where many battles have been fought, till the confusion is hopeless; and finally, furnish, in putting them on, a useful exercise for the student. Similarly, we use a yellow star on a black circle for treaties of peace, and lines of colored braid to follow expeditions, such as Alexander's or the crusades. Doubtless

other expedients of the same nature will suggest themselves.

LIBRARY.

The Library Building, the gift of Hon. A. T. Bliss, will be erected in 1895. The plans for the same have been made, and endorsed by the Board of Trustees. Its architectural appearance, when placed on the campus, is represented by the accompanying cut. In the meantime the General Library occupies quarters on the first floor of the Chapel Building.

The Musical Library—for use of the Conservatory of Music—is kept in the room of the Director of the Conservatory.

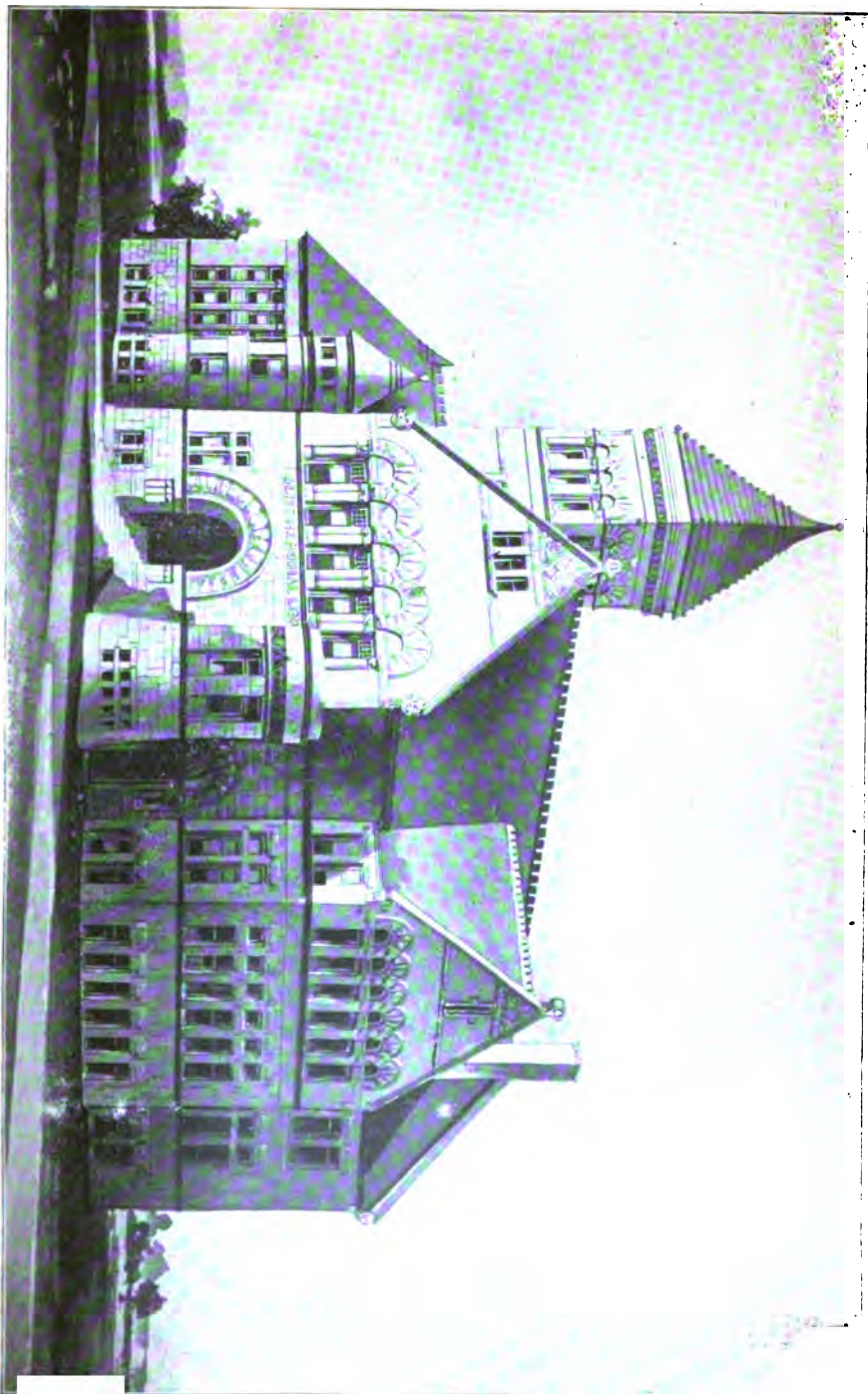
The technical works in Astronomy are in the Astronomical Observatory.

The technical works in Chemistry are arranged in the Chemical Laboratory.

The Library contains, of bound volumes, 9,520, of unbound volumes and pamphlets, about 3,500. Bound volumes added during the year, 472.

In the selection of books the Library is made distinctly educational. Works are procured each term which bear directly on the studies pursued. The purpose is to supply the departments, and in all research lines, the material for reference and detailed study beyond what text books provide. The library, therefore, is largely a reference library.

The Library is thrown open to all the students, and facilities provided for use of the books. Ample indexes are provided; books much in demand are placed within the reach of all; new books are placed where their accessibility will tempt every one, at least to look them over. The utilizing of new books is further secured by placing them in the hands of the teachers most interested, who frequently assign them to students to review before their classes, thus giving all an opportunity to learn the bibli-



BLISS LIBRARY BUILDING.

ography of the subject, and filling them with new zest for work in the several departments.

The following card indexes are provided:

A card index of authors.

A title index or catalogue of all the books in the library.

A subject index.

A biographical index.

An index of current events.

Besides these the library is supplied with Poole's Index of Periodicals, in which all the leading periodicals of the day are indexed, up to 1882, supplemented by the Co-operative Index of Periodicals, published quarterly. By these, students are guided to what they desire to find in the bound volumes of periodicals. Thus there are marked out paths to guide both the Faculty and the students to such information as they wish to obtain in the library.

It is customary for members of the Faculty to assign to the students certain topics for research, or subjects to obtain information upon, and thus their acquaintance with books is greatly extended, and they are disciplined in the practice of research. Tables are placed in different parts of the library where such students are permitted to sit and prosecute their investigations. The library is open during all school hours, and on Saturdays, and is free to all students.

The Pastor's Library, based on the Peter M. Emery foundation, is constantly growing from purchases of books specially adapted to the purpose of this collection. It is intended to supply the best publications in all the directions that ministers look to secure preparation for the work of their profession.

The nucleus of a Bibliographical Museum has been formed by placing in the Library a glass case for books

especially notable on account of age, rareness, ownership, etc.

READING ROOM.

The Reading Room is provided with a two-fold end in view: to furnish wide range of general newspaper and magazine reading, and to supply advantages for special educational work. It contains the leading religious and secular papers of the country, with some from foreign lands, including French, German, Latin and Greek. It is supplied with the principal magazines of this and other countries. During the last year many new valuable publications have been placed on our list, so that the range of this class of educational appliances has been largely extended.

CONSERVATORY OF MUSIC.

The work done in this department consists principally of instruction on the Piano, Organ and Violin, and instruction in Vocal Music, in Harmony, and Voice Culture.

Piano.—It is the chief aim of the Conservatory to teach both the Science and the Art of Music in such a thorough and systematic way that they shall be *of available and practical use* to the student after having completed a course. Great care is taken to secure a correct technique; also a proper position of the person, hand and arm while the pupil is seated at the instrument.

Careful attention is given to the development of the muscles of the hand and fingers, and in acquiring flexibility of fingers, wrist, etc. Much time is given to the cultivation of a taste for the best forms of classic music.

The Course in Piano Music consists of Seven Grades, each based upon such studies and selected pieces as form the standard of the various degrees of proficiency at the best institutions of a similar kind. Upon entering, each student is examined, and graded accordingly, while pro-

motion is not limited by time, but depends entirely upon the progress of the student. It is advisable that students should begin music with the determination of completing at least a certain part of the course, if not the whole.

Instruction is given, both in private lessons and by "class teaching," according to the preference of the student. The classes consist of either two or three pupils.

Pipe Organ.—A large pipe organ is at the disposal of the Conservatory. A knowledge of harmony is indispensable to successful organ study. Students are advised not to begin the study of the Organ until they have finished the 4th grade of Piano music.

Violin.—A regular progressive course is laid out which is pursued in the Conservatory. Classes also are formed for ensemble playing, which enables the student to become familiar with the best compositions of Violin literature, and also offers opportunities of playing at the Recitals and Concerts of the Conservatory.

Orchestra.—As a part of the educational facilities of the Conservatory, there is also maintained, in efficient organization, a complete Orchestra. In this Orchestra there are at present nearly fifty performers. These consist principally of students in the College, but some of the members reside in the city of Albion and have been connected with the orchestra for years.

Although orchestral music is generally transferred to the piano, yet the full effects of the Orchestra cannot be given by that instrument. Orchestral music is written in a special form and character, both to embody the idea of the composer, and also with reference to the instruments that are to express and interpret that idea. These instruments have a tone-color peculiarly their own, which is lost by transference of the music to the piano. The Orchestra thus opens to students of music an entirely new field of

instruction and culture, which is of great value. It is, however, only the more advanced scholars who can advantageously avail themselves of its benefits, and only these, therefore, are allowed to become members.

Vocal.—Especial attention is given to the development of the voice, having particular reference to a proper method of breathing, proper emission of tone, and accurate attack of pitch.

Very many students who enter upon the study of the principles of vocal music, or join the chorus class, come to appreciate the desirableness of special voice training. All who desire to fit themselves for singing in church choirs, for teachers of vocal music, or for professional singing in any capacity, can here obtain the instruction and culture desired.

For all students desiring to study the principles of Vocal Music rudimental classes are organized, continuing through the year—the tuition for such instruction being merely nominal—to provide music for the most efficient movement of the class. After completing the study of the rudiments the students are admitted into the general chorus, in which there is no tuition. The work of the chorus consists of the rendition of the higher forms of vocal music.

All music students are organized into a Theory Class, which meets each week for special instruction.

Students intending to teach music receive thorough instruction in the art of teaching, a special class being organized for this purpose.

Aside from the regular lessons, there is a weekly drill of the entire Conservatory in the catechism of music. At these gatherings instruction is given which there is no time to impart in connection with individual or class lessons. There are also weekly rehearsals to drill and fit for public playing. The student thus gains confidence,

his faults are corrected, and he is prepared to use to the best advantage the knowledge acquired.

Harmony.—The importance of this branch of study need hardly be enlarged upon. It treats of the construction, entrance and progression of chords according to established rules. It is subdivided as follows: Formation of Scales, Intervals, Triads and Seventh chords with their inversions and resolutions, Cadences, Altered Chords, Modulations, Suspensions, Passing and Changing Notes, Organ Point, and Harmonization of given Melodies.

TEACHERS' TRAINING CLASS.

We call attention to a new branch of study in this department, which we feel will be of untold benefit to our patrons, and which already gives promise of becoming a most important line of work. We refer to the Teachers' Training Class in Public School Music. The aim of the department is to prepare students to teach Public School Music. This requires a special line of work, and as every day the demand for teachers of this class increases, we feel that we are meeting one of the needs of the hour in adding this branch to our curriculum.

The Whiting System is taken as the basis of study, because we believe it is one of the best. The work is most carefully graded, the pupils have new work placed before them with every change of grade, so that they do not weary of old work. But we aim to make the work so broad that the students shall be able to teach any system successfully.

Courses.—The courses adopted for the study of music in connection with the Piano, Organ, and Violin will be found elsewhere in the Year Book.

Students are admitted for a single term, but all will see the advantage of taking a full course of instruction, including not only the ordinary lessons given on the

piano, organ or violin, but also harmony and counterpoint. The literary studies of the course have been selected with reference both to sound and varied scholarship and the accomplishments of learning.

Persons are admitted into the Musical Course directly on application, and are classified according to their proficiency in music.

Text Books.—Parker's Harmony, Jadassohn's Harmony, Ayer's Counterpoint.

Degree of Bachelor of Music.—The degree of Bachelor of Music, mentioned elsewhere, will be conferred upon such students as, in addition to the foregoing, evince the skill and conception necessary artistically to perform the works of the most exacting character, and show an extended acquaintance with the science and history of Piano-Forte Literature and Piano-Forte playing, and pass examination in Harmony, Counterpoint, Musical Forms, Musical History and Acoustics. Aside from this, they must possess a good knowledge of Belles Letters, including French, German and Italian. This will add about two years to the tabulated course.

We call attention of the pupils to the following points:

Those who desire to get the largest benefit from study in this department should be present on the first day of the term. They can be received later, but it is impossible to repair the loss sustained.

As teachers are employed on fixed salaries, no abatement from the charges for tuition can be made except in case of *protracted illness of the pupil*, when the loss will be shared with him.

Tuition must be paid in advance.

The teachers do not give instruction to persons who are not members of the Conservatory.

The course in Piano Music as laid down can usually be completed in four years, but no fixed time can be pre-

scribed. This depends on the aptness of the pupil and his fidelity to the work.

The course of instruction in Organ Music, Violin Music, or in connection with any other instrument, includes Harmony, Counterpoint, Musical History, etc., the same as in the Piano course, and must be pursued in full in order to get a diploma of graduation.

SCHOOL OF PAINTING.



* Artilleryman's Side Arm.

The aim of this department is to conduct the pupil with thoroughness from the simplest rudiments up to a knowledge of the higher branches of art, giving, as far as possible, a perfect understanding of all the work entered upon. It will be seen by reference to the Course of Study in Painting, that the student receives instruction in the elementary courses of drawing. These can be taken in the class with others who are in this and the Literary Departments. Then, special and individual attention is given to the study of object drawing, linear and aerial perspective; landscape, figure, flower and fruit painting, in oil, water colors and pastel; painting and crayoning portraits, pen drawing and India ink, wash drawing for reproduction, decorative painting and design.

* This cut was made from a pen drawing by a student in the Art Department.

The Art Department connected with the College adds much to the needed practical side of education.

Prof. Thompson, of the Worcester Technical School, tells us that "A boy who spends two hours a week in drawing, and the rest of the time in working at the bench,



* The Marble Faun.

learns his business faster, and becomes more skillful in it, than one who works all the time." Again, "It is calculated that the productive efficiency of every machine shop would be increased thirty-three per cent. if every journeyman could read any common working drawing and work by it."

But it is well known that art study, besides having a tangible value in its relation to manufacture, is designed

* This cut was made from a pen drawing by a student in the Art Department.

to promote improvement in taste. The highest and best purpose of any attainment is that which ministers to the intellectual and spiritual wants of man.

Painting cannot be successfully followed by one ignorant of such truths in the sciences as bear directly upon the art. Anatomy, Natural Philosophy, Botany, Chemistry, etc., cannot be taught in the private studios as effectively as by departments having these studies in charge and these studies can be pursued by students of painting without interfering with their hours for lessons.

Landscape study from nature is much more easily and agreeably accomplished here at Albion than in the large cities, as the College buildings are located near the open country, and many beautiful scenes are found along the Kalamazoo river, not a quarter of a mile from the studio. Especial attention is given to this branch during the Spring and Fall terms.

The Letters course offers an attraction to students who might wish to take music and painting in connection with such a course. A certain number of hours devoted to painting may be credited in this course if the student desires.

Course of instruction on another page.

Decorative Painting.—This department of the School of Painting was opened a few years ago. The interest is growing, and much pains is taken to provide that which is beautiful and complete in this art. The work is all completed here—setting the colors by heat, etc.

The charges for instruction in the School of Painting—which are moderate—will be found on a subsequent page.

Full work demands the attendance of the student three hours a day in the studio. •

Degree.—The degree of Bachelor of Painting (B. P.) will be given on the satisfactory completion of two years more of work than appears in the tabulated course—gain-

ing special skill in portrait and landscape Painting in addition to such knowledge of Belles Letters, including the French, German and Italian languages, as are provided for in the Letters Course,—that is, three years of language, in all.

COMMERCIAL DEPARTMENT.

The object of this department is two-fold:

1. It gives to all who may wish to engage in business pursuits an opportunity, to fit themselves in the most practical manner possible.

2. It affords an opportunity to all students at their option to take some commercial studies as a part of any literary course, and receive credit for the same.

The business course here is designed to cover a period of nine months. We impart a knowledge of the laws which govern business transactions; a knowledge of civil government, grammar, mathematics, correspondence, penmanship, business forms, etc.

By some the course can be finished in less than nine months. This depends upon the ability, experience and application of the student.

Anyone with sufficient ability to pursue the prescribed studies can enter at any time and take any study he desires; but as some of our classes are formed anew at the beginning of each term, it will be to the student's advantage to enter then, if possible to do so.

For course of study see tabulated courses.

Book-keeping.—This subject is given the prominence in the school which it demands by its importance as a branch of business education. The student is first given work in the THEORY DEPARTMENT, where he is taught the principles

NOTE.—*Beginning Classes* in book-keeping and penmanship are formed at the commencement of each term; beginning classes in the other branches are formed at the commencement of terms in which they do not regularly occur, when there is sufficient demand for them.

of single and double entry book-keeping by means of text book work, class recitation, talks and black-board illustrations. After he has become familiar with the theory he is given work in

BUSINESS PRACTICE

which illustrates the principles of actual business and gives the student an opportunity to apply the knowledge acquired in the theory department. He conducts personally a business on his own account, and is thrown entirely on his own resources. What he learns here by experience he will never forget. The system is so arranged that there are no two sets of books in the school that are alike, and hence there can be no opportunity for copying results. By this method the student is taught to think and act for himself, consequently his powers and capabilities are developed to a remarkable degree.

Upon entering this department the student is furnished with all the blanks and printed stationery necessary for the transaction of business. Aside from the set of books, the following business forms will be used during the Course: Notes, Drafts, Receipts, Checks, Bill Heads, Shipping Invoices, Certificates of Deposit, Stock Certificates, Deposit Slips, Insurance Policies, Bills of Exchange, Account Sales, Statements, Deeds, Mortgages, Leases, Bills of Sale, and, in fact, every form ordinarily used in business. Our merchandise has a given value. He buys from the student merchants and finds in the commercial exchange customers for all the goods he may have to sell. He is shown how properly to fill out the various forms, make the different entries, correctly post the same, make out statements and close the Ledger. He goes through this process several times, until he becomes familiar with it and is able to finish a set without help. He is also compelled to do some work which will enable him successfully to handle large numbers

in trial balances. This work necessitates the use of a Bank, Wholesale Office, Commercial Exchange, etc. These offices are in charge of advanced students and are provided with large blank books and all necessary articles for transacting business.

Business Arithmetic.—Considerable prominence is given to this subject in our course, and aside from the regular text book work we endeavor to make the student proficient in this direction by means of class drills in rapid calculations and short methods.

Commercial Law.—We give our students business. The subjects to which special attention is given are Contracts, Negotiable Paper, Agency, Partnership, Shipping, Insurance, Liens, Real Estate Conveyance, etc. The laws in regard to these subjects are of such importance to everyone that he should have a general knowledge of them.

Grammar and Correspondence.—The student is instructed and drilled in the form and composition of all kinds of business letters.

Civil Government.—It is important that the student receive thorough instruction in this branch in order to be able to assume the duties of citizenship.

Business Writing.—We teach a plain, rapid, bold business hand, such as is called for in correspondence and book-keeping work. We aim at neatness, legibility and rapidity, to the total exclusion of all superfluous lines and flourishes. We are also prepared to accommodate any one desiring to do work in ornamental penmanship.

Spelling.—In teaching spelling we use a series of lessons forming a complete collection of difficult common words, with definitions, pronunciations, and rules concerning capitals.

SHORTHAND AND TYPEWRITING.

The full shorthand course includes shorthand, typewriting, correspondence and spelling.

Shorthand.—In the Commercial Department the Eclectic Shorthand is employed. We indorse the following propositions which, though prepared by its special advocates, we insert in the Year Book:

1. IT IS THE BRIEFEST. 3. IT IS THE EASIEST TO WRITE.
2. IT IS THE SIMPLEST. 4. IT IS THE MOST LEGIBLE.

Chicago business men call for *Eclectic Writers* because they read their stenographic notes better than any other writers.

Our students acquire an average speed of from 125 to 150 words per minute in two terms. The third term work consists of law work, sermons and literary work of all kinds.

Typewriting.—The students in this department receive thorough instruction in the use of Remington and other standard machines.

DIPLOMA AND POSITIONS.

Upon the satisfactory completion of the prescribed business or shorthand course, the student is granted a diploma. We do not guarantee positions to our graduates—no honorable school will do this—but we always take pleasure in recommending or aiding a worthy student, who is well qualified, in every effort to secure a situation. There is an increasing demand for amanuenses and book-keepers who are willing to work, and one who thoroughly prepares himself is almost sure of obtaining profitable employment.

Special Advantages.—This school being one of the departments of Albion College, it possesses several advantages not to be found elsewhere. The students all meet to-

gether once each day for chapel exercises. The benefits to be derived from attending the college literary societies are inestimable. Some of the best musicians and most eminent lecturers may be heard here each term. The college library, containing over *thirteen thousand* volumes, may be used by all students. Fully equipped gymnasium open and free to all students. Students taking a full course may pursue any study in the literary department free of charge.

For rates of tuition see table of expenses.

Books and Stationery.—The books and stationery required for the commercial course will cost about \$12. For the shorthand and typewriting, about \$2 to \$3.

We request all persons who contemplate entering a school of this kind to call on us, inspect the workings of the school, or write us before entering any similar institution.

For any further information concerning this department address Chas. L. McClellan, the Principal.

NORMAL COURSE.

STATE TEACHERS' CERTIFICATES.

The Legislature in the spring of 1893 passed an Act providing for the granting of State Teachers' Certificates to students graduating from our Michigan Colleges. The statute contains the following provisions:

- (1) There must be a course of study covering 16½ hours.
- (2) Such course must be approved by the State Board of Education.
- (3) Certificates to be granted by the Board of Education.
- (4) To be granted only to those who in addition to

the satisfactory completion of the Normal work graduate from the College. Certificates will be given only to those who earn a degree.

(5) The certificate authorizes the graduate to teach four years without examination; in other words, the life of the certificate is four yours.

(6) But at the end of three years the certificate can be made perpetual upon satisfactory proof of the holder's success in the Teachers' Profession.

The Act is regarded as inaugurating a wise movement, and for many reasons:

(a) It connects more directly our higher institutions of learning with one of the agencies of our progressive civilization.

(b) It will enable many young people who are ambitious to reach a high plane of scholarship through the medium of the College, to obtain professional training they would not otherwise have the opportunity to secure.

(c) It will raise the standard of scholarship in the Teachers' Profession by turning more College graduates toward the profession.

(d) It will result in better professional preparation of college graduates for the teachers' work and hence more practical efficiency.

Albion College is availing herself of the provisions of this law, has arranged a Normal Course, and will supply those who desire the opportunity to get a State Certificate the means of entering the profession under these favorable conditions. The studies embraced in this course will be found in the Tabulated Scheme of Work of the Junior and Senior years as printed elsewhere, and also in outlines of college work.

The Eight Years of Literary Work.

Four Years Are Sub-Collegiate--The Remaining Four Collegiate.

These are arranged in five different lines, named respectively, Classical, Latin-Scientific, Greek-Scientific, Scientific, and Letters; on completion of which the student receives the degree of Bachelor of Arts, Bachelor of Philosophy, Bachelor of Science, or Bachelor of Letters.

SUB-COLLEGIATE—FIRST YEAR.

CLASSICAL.	LATIN SCIENTIFIC.	GREEK SCIENTIFIC.	SCIENTIFIC.	LETTERS.
English Grammar.....5				Grammar.....5
German.....5	Same as Classical.	Same as Classical.	Same as Classical.	German.....5
U. S. History.....5				U. S. History.....5
English Grammar.....5				Grammar.....5
German.....5	Same as Classical.	Same as Classical.	Same as Classical.	German.....5
U. S. History.....3				U. S. History.....3
Botany.....3				Botany.....3
English.....5				English.....5
German.....5	Same as Classical.	Same as Classical.	Same as Classical.	German.....5
Civil Government.....3				Civil Government.....3
Botany.....3				Botany.....3

Arithmetic taught in connection with the Commercial Department.

SECOND YEAR.

CLASSICAL.	LATIN SCIENTIFIC.	GREEK SCIENTIFIC.	SCIENTIFIC.	LETTERS.
Latin.....5	Same as Classical.	Greek.....5	Same as Classical.	*Latin.....5
German.....3		German.....3		*German.....3
English.....3		English.....3		English.....3
Physics.....3		Physics.....3		Physics.....3
Physiology.....2	Same as Classical.	Physiology.....2		Physiology.....2
Latin.....5		Greek.....5		*Latin.....5
German.....3		German.....3		*German.....3
English.....3		English.....3		English.....3
Physics.....3	Same as Classical.	Physics.....3	Same as Classical.	Physics.....3
Physiology.....2		Physiology.....2		Physiology.....2
Cæsar.....5		Xenophon.....5		*Cæsar.....5
German.....3		German.....3		*German.....3
English.....3	Same as Classical.	English.....3		English.....3
Physics.....3		Physics.....3		Physics.....3
Physiology.....2		Physiology.....2		Physiology.....2

THIRD YEAR.

CLASSICAL.	LATIN SCIENTIFIC.	GREEK SCIENTIFIC.	SCIENTIFIC.	LETTERS.
Greek.....5	Cæsar and Comp.	Anabasis.....4	Greek 5, or Latin.....4	*Greek 5, or Latin.....4
Cæsar and Comp.....4		English.....2		English.....2
German.....3		Algebra.....5		Algebra.....5
English.....3		Ancient History.....2		Ancient History.....2
Physics.....3	Ancient History.	English History.....3	Ancient History.....2	English History.....2
Physiology.....2		English History.....3		English History.....3
Greek.....5		Hellenica.....4		*Greek 5, or Latin.....4
Cæsar and Comp.....4		German.....2		*German.....2
German.....3	Cæsar and Comp.	Algebra.....5	Ancient History.....2	Algebra.....5
English.....3		Ancient History.....2		Ancient History.....2
Physics.....3		English History.....3		English History.....3
Physiology.....2		English History.....3		English History.....3
Xenophon.....5	Cicero and Comp.	Odyssey.....4	Greek 5, or Latin.....4	*Greek 5, or Latin.....4
Cicero and Comp.....3		German.....2		*German.....2
Algebra.....4		Algebra.....5		Algebra.....5
Roman History.....3		Roman History.....3		Roman History.....3
		English.....3	English.....3	English.....3

FOURTH YEAR.

CLASSICAL.	LATIN SCIENTIFIC.	GREEK SCIENTIFIC.	SCIENTIFIC.	LETTERS.
Cicero and Comp.....3	Cicero and Com.....3	Herodotus.....3	German.....3	German.....3
Anabasis.....4	Zoology.....4	Zoology.....4	Zoology.....4	Zoology.....4
Rhetoric.....3	Rhetoric.....3	Rhetoric.....3	Rhetoric.....3	Rhetoric.....3
Geometry.....3	Geometry.....3	Geometry.....3	Geometry.....3	Geometry.....3
Mediæval History.....3	Mediæval History.....3	Mediæval History.....3	Mediæval History.....3	Mediæval History.....3
Cicero and Ovid.....3	Cicero and Ovid.....3	Thucydides.....3	American History.....3	American History.....3
Hellenica.....4	Zoology.....4	Zoology.....4	Zoology.....4	Zoology.....4
Rhetoric.....3	Rhetoric.....3	Rhetoric.....3	Rhetoric.....3	Rhetoric.....3
Geometry.....3	Geometry.....3	Geometry.....3	Geometry.....3	Geometry.....3
Modern History.....3	Modern History.....3	Modern History.....3	Modern History.....3	Modern History.....3
Ovid.....3	General Biology.....3	General Biology.....3	General Biology.....3	General Biology.....3
Odyssey.....4	Ovid.....3	Iliad.....3	American History.....3	American History.....3
Rhetoric.....3	Crypt. Botany.....3	Crypt. Botany.....3	Crypt. Botany.....3	Crypt. Botany.....3
Geometry.....4	Rhetoric.....3	Rhetoric.....3	Rhetoric.....3	Rhetoric.....3
Modern History.....3	Geometry.....3	Geometry.....3	Geometry.....3	Geometry.....3
	Modern History.....3	Modern History.....3	Modern History.....3	Modern History.....3

*Forty-five hours of Foreign Languages are required in the Letters Course, of which one year's work must be in German or French.

In this connection we call attention to the following facts:

1. The extent of study to prepare for college is the same in all the courses. The degree to be gained is not thus lowered by being granted after a short course in any line of work.
2. We begin linguistic studies with the German. Former Year Books contain in full reasons for taking up modern before ancient languages, and it is probably not necessary to repeat them here. It is enough to say that the student finds fewer difficulties in mastering a modern language than an ancient language, and hence as the more simple it should precede the more complex. Also modern languages open access to the valuable

living literature of the learned nations of Europe, and it is important that the student possess the key to this storehouse of learning early in his course.

3. The fact that in some cases the order of work in our Preparatory School is not the same as in many of the High Schools does not introduce any disorder into our movements, because back work can be taken up with classes in the Institution pursuing such branches, and credit secured for advanced work already taken.

4. Classification of students coming from High Schools, or Academies, will not depend on the fact of having pursued just the branches laid down in our Preparatory courses, but credit will be given for equivalents so far as they harmonize with the lines of movement.

5. The Letters course is provided for young people who desire to devote as much time to study as is necessary to complete any of the ordinary College courses, but being specially interested in the Science of Music, other lines of the Fine Arts, etc., would like to gain the form of culture to be acquired in such studies. A limited election of these branches is therefore allowed for the degree of Bachelor of Letters.

COLLEGE OF LIBERAL ARTS.

FRESHMAN YEAR.

CLASSICAL.	LATIN SCIENTIFIC.	GREEK SCIENTIFIC.	SCIENTIFIC.	LETTERS.
Vergil.....3	Vergil.....3	Greek Philosophy.....3	Invert. Morph.....5	*French.....3
Herodotus.....3	Algebra.....5	Algebra.....5	Algebra.....5	Geometry.....5
French.....3	French.....3	French.....3	French.....3	Elective.....7
Geometry.....5	Geometry.....5	Geometry.....5	Geometry.....5	
Vergil.....3	Vergil.....3	Greek Orators.....4	Invert. Morph.....3	
Thucydides.....3	Algebra.....5	Algebra.....5	Algebra.....5	*French.....3
French.....3	French.....3	French.....3	French.....3	*German.....3
German.....3	German.....3	German.....3	German.....3	Elective.....9
Trigonometry.....3	Trigonometry.....3	Trigonometry.....3	Trigonometry.....3	
Vergil.....3	Vergil.....3	Greek Comedy.....3	Vert. Morph.....3	
Illiad.....3	Am. Literature.....3	Am. Literature.....3	Am. Literature.....3	Am. Literature.....3
French.....5	French.....5	French.....5	French.....5	*French.....3
Trigonometry.....4	Trigonometry.....4	Trigonometry.....4	Trigonometry.....4	Elective.....7

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SOPHOMORE YEAR.

CLASSICAL.	LATIN SCIENTIFIC.	GREEK SCIENTIFIC.	SCIENTIFIC.	LETTERS.
Livy.....3	Livy.....3	Sophocles.....3	General Geometry.....3	European History.....3
Greek Philosophy.....3	General Geometry.....3	General Geometry.....3	European History.....3	Chemistry.....5
European History.....3	European History.....3	European History.....3	Chemistry.....5	Astronomy.....3
Chemistry.....5	Chemistry.....5	Chemistry.....5	Astronomy.....3	Elective.....4
Astronomy.....3	Astronomy.....3	Astronomy.....3		
Horace.....3	Horace.....3	Lucian.....2	Gen. Geometry.....3	
Greek Orators.....4	General Geometry.....3	General Geometry.....3	European History.....3	European History.....3
European History.....3	European History.....3	European History.....3	Chemistry.....5	Chemistry.....5
Chemistry.....5	Chemistry.....5	Chemistry.....5	Advanced Physics.....3	Elective.....7
French.....3	Advanced Physics.....3	Advanced Physics.....3	French.....3	*French.....3
Eur. Hist. (or Physics).....2	French.....3	French.....3	European History.....3	European History.....3
Astronomy.....3	Eur. Hist. (or Physics).....3	Eur. Hist. (or Physics).....3	Astronomy.....3	Astronomy.....3
Elective.....6	Astronomy.....3	Astronomy.....3	Calculus.....5	Elective.....6
	Calculus.....5	Calculus.....5	Advanced Physics.....3	

JUNIOR AND SENIOR YEARS.

This table contains, in addition, all the Elective studies of the preceding years, except those mentioned in the foot-note of the Letters Course. Not all the courses laid down in this table are usually given each year. Whatever shall be taught is determined principally by the demand, though other circumstances enter into the case.

PHILOSOPHY.	THEOLOGY.	LATIN.	GREEK AND HEBREW.	CHEMISTRY.	NORMAL COURSE.
Psychology.....5 History of Phil- osophy.....3	Old Testament History.....3 Res. Compar. Religions.....2	Cicero (De Senectute).....2 Horace (Odes).....2 Terence (Andria or Adelphi).....2 Livy (Book XXI).....2 Composition.....1 Tacitus (Germania and Agricola).....2 Reading at Sight.....1	Orators.....2 Biblical Greek.....2 Hebrew.....2 Drama.....2 Topography.....1 Neo-Hellenica.....1 Syriac.....2	General Chemistry.....5 Organic Chemistry.....5 Ultimate Organic Analysis.....3 Sanitary Science.....3	Psychology.....5 Methods in English.....2 Methods in Phys- iology, Geography and Arithmetic.....2 School Laws and Systems, Mich- igan and other States.....2
Psychology.....3 History of Phil- osophy.....5 Theism.....5	New Testament History.....3 Res. Compar. Religions.....2	Horace (Satires).....2 Cicero (De Amicitia).....2 Catullus and the Elegiac Poets (Selections).....2 Cicero (Brutus).....3 Composition.....1 Reading at Sight.....1 Suetonius (Selections).....2	Drama.....2 Biblical Greek.....2 Hebrew.....2 Drama.....2 Normal Course.....1 Lucian.....2 Syriac.....2	Qualitative Analysis.....5 Organic Chemistry.....5 Organic Synthesis.....3 Ultimate Organic Analysis.....3	Applied Psychology.....4 History of Educa- tion.....2 School Systems of France and Ger- many.....2
Moral Science.....5 Logic.....4	Church History.....4 Evidences of Christianity.....4 Res. Compar. Religions.....2	Horace (Epistles).....2 Cicero (De Officiis).....3 Ovid (Fasti).....2 Plautus (Captives).....3 Reading at Sight.....1 Tacitus (Annals— Selections).....3	Philosophy.....2 Biblical Greek.....2 Hebrew.....2 Drama.....2 Mythology.....1 Poetry.....2 Syriac.....2	Quantitative Chem- istry.....3 Ad. Qualitative Analysis.....3 Mineralogy.....3 Water Analysis.....2	History of Educa- tion.....2 Normal German.....1 Normal Latin.....2 Normal Greek.....2 Observation and Nature Work.....1 School Organiza- tion.....1 Essays through the Course.
					*Optional. Detailed outline of the Course given elsewhere.

JUNIOR AND SENIOR YEARS CONTINUED.

NATURAL SCIENCE.	HISTORY, POLITICS AND ECONOMICS.	ENGLISH.	MATHEMATICS PURE AND APPLIED.	MODERN LANGUAGES.
Invertebrate Morphology.....5	Political History U. S. 1781-1817.....3	Rhetoric and Composition.....3	Calculus.....3	French as described in the outline of work.
Geology.....4	Constitutional History England 1066-1485.....2	Old English (Anglo-Saxon).....3	Astronomy.....3	German as described in the outline of work.
	Political Economy.....4	History of English Literature.....3	Quaternions.....3	Italian.
	Political Science.....2	Study of Chaucer.....3		Spanish.
		English Masterpieces.....3		
Invertebrate Morphology.....3	Political History U. S. 1817-1847.....3	Science of Rhetoric.....3	Calculus.....3	French as described in the outline of work.
Histology.....3	Constitutional History England 1485-1689.....2	Old English.....3	Physics.....3	German as described in the outline of work.
Geology.....3	Political Economy (Advanced Theory).....2	Early Middle English.....3	Astronomy.....3	Italian.
	Socialism and Cooperation.....2	Study of Shakespeare.....3		Spanish.
	Political Institutions of the U. S.....2	Literature of the 17th and 18th Centuries.....3		
	Financial History U. S. 1847-1877.....3			
Vertebrate Morphology.....3	Political History U. S. 1847-1877.....3	Problems in Literary Criticism.....3	Physics.....3	French as described in the outline of work.
Advanced Microscopy.....2	Const. and Political History 1689-1894.....3	Old English.....3	Modern H. Algebra including Determinants.....2	German as described in the outline of work.
Methods in Nature Work.....1	Political Economy (Research).....2	Late Middle English.....3	Astronomy.....3	Italian.
	Political Institutions U. S.....2	American Masterpieces.....3	Surveying.....3	Spanish.
	International Law.....3	19th Century Literature.....3		
	Financial History U. S.....1			

NOTES ON THE FOREGOING COURSES.

1. A few studies and but a few are elective previous to the Junior year, except in the Letters course.

2. Nearly all studies in the Senior and Junior years are elective with the exception of Psychology and Logic.

3. Students in these years must select from at least two lines.

4. It is recommended that they select from three lines. These selections will be made under the advice of the Faculty, so that consistency of work may be secured.

5. It is the judgment of the Faculty that by the time the student reaches the Junior Year the attention should be concentrated on a comparatively small number of subjects.

6. Fifteen hours of recitation each week is considered full work.

7. A large amount of research work will be prosecuted during the Junior and Senior years.

8. *The degree conferred at graduation will generally be determined by the course pursued up to the close of the Sophomore year.* The Junior and Senior studies are largely of a university character, preparing the student for independent investigation when from graduation he must carry forward his studies without the presence and guidance of a living teacher. The lines of study provided are so broad and varied that the candidate for any of the professions, as well as the business man, can obtain here the scholarship which will best fit him for his chosen and anticipated mode of life.

It will be seen that the order in which some of the studies are pursued is not quite the same as that adopted in many institutions; but no confusion grows out of this arrangement, as all the studies are taught in contiguous years. Those who have pursued Latin and Greek before

any of the modern languages find no inconvenience in taking up these modern languages at any point in their course. Whatever may have been the order of study in the High Schools, the classification will depend on the amount and value of the work done, not on the fact of pursuing the precise branches laid down in our Preparatory School. Students who have prepared for college in the English Course can change to a course containing more language because of advantages for studying the same in our Preparatory School. They will, however, have less time for pursuing elective studies.

A number of Biblical studies will be introduced in the column of Theology in 1895. The work will be expanded so as to embrace a wide range of subjects under the general heading of the Bible. A detailed statement of this work will be given in the next Year Book.

ACADEMIC WORK.

Students preferring not to take language work, and not preparing for College, can pursue such studies as they may elect provided the scholarship already gained will enable them to carry forward the work successfully. No tuition is charged, but in addition to the regular incidental fee the matriculation fee of five dollars must be paid if College studies are pursued.

OUTLINE OF WORK IN THE SEVERAL LITERARY DEPARTMENTS.

GERMAN.

Required.

COURSE I.

Sheldon's Short German Grammar. Drill in Grammatical Forms and German Composition. Five hours a week throughout the first year. Translation and reading at sight of ordinary German Prose.

II.

German Writers of the 18th and 19th Centuries. Prose and Poetry, Composition and Reading at Sight. First term, three hours.

III.

Historical German. German Composition. Second term, three hours.

IV.

Scientific German. Third term, three hours.

V.

Subjects in History, Literature and Philosophy. First term, three hours.

VI.

Lessing's Influence on German Literature. Second term, three hours.

. Elective.

VII.

Critical study of Goethe's Faust. First term, three hours.

VIII.

German Composition and Conversation. First term, three hours.

IX.

Goethe and the Romantic School. Second term, three hours.

X.

German Grammar and practice in writing German. Third term, two hours.

XI.

**Nibelungenlied, Kudrun, Iwein, Walther von der Vogelweide.* Translation into Modern German. Twice a week throughout the year.

XII.

*General History of German Literature. Lectures with collateral reading.

XIII.

*German Seminar. Once a week, a two-hour session.

FRENCH.

Required.

COURSE I.

Edgren's French Grammar, French Composition, Translation

and reading at sight of easy French Prose. First and second terms, three hours; third term, five hours.

II.

French Prose and Poetry. Third term, three hours.

Elective.

III.

Corneille's *Le Cid* and *Horace*. First term, three hours.

IV.

Morceaux Choisi de *Darmesteter*. Second term, three hours.

V.

French Composition and Conversation. Second term, three hours.

VI.

Victor Hugo's *Hernani* and *Ruy Blas*. Third term, three hours.

VII.

Corneille, Racine, Moliere. Third term, two hours.

VIII.

*Bartsch, Old French Reader, *La Chanson de Roland*, etc. Twice a week throughout the year.

IX.

*French Seminar. One two-hour session.

ITALIAN.

I. Toscani's Grammar—Composition—I Promessi Sposi.

II. Grammar—Selections from Ariosto—Boccaccio—Petrarca and Dante.

SPANISH.

I. Jose's Grammar—Composition—El Eco de Madrid—Gil Blas.

II. Grammar—Selections from Calderon—Lope de Vega—Cervantes.

ANGLO-SAXON AND EARLY ENGLISH.

I. Elementary Course—Sweet's Anglo Saxon Primer—First Middle English Primer.

II. Advanced Course—The Anglo-Saxon Chronicle (Skeat's edition)—Cædmon's Exodus (Hunt's edition).

Work marked with a star will not be given in 1894-5.

The French and German courses not marked "Required" can

only be taken by students who have been studying French and German for at least two years.

Other courses in French and German may be substituted in place of the afore-mentioned French and German electives, or new ones added subject to the demand of the student and the discretion of the instructor.

LATIN.

The College uses the Roman method of pronouncing Latin.

Required.

The required work in Latin begins with the second year of the Preparatory Course and is continued till the third term of the Sophomore year, embracing in all fourteen terms with five recitations a week the first three terms, four the next three, and three recitations a week each of the remaining terms.

FIRST YEAR.

The instruction will begin with Tuell & Fowler's "First Book in Latin," which will run through two terms, and be followed in the third term with Cæsar's Gallic War (Book I.) by Lowe and Ewing, Riggs' *In Latinum*, and Harkness' Standard Latin Grammar (Rules of Syntax).

SECOND YEAR.

Cæsar (Books II. and III.)—Composition—Gradatim (at sight)—Grammar (Etymology, Inflection). First term, four hours.

Cæsar (Parts of Books IV., V. and VI.)—Composition—Gradatim (at sight)—Grammar (Etymology, Inflection and Formation of Words). First term, four hours.

Cicero (two Orations)—Composition (Riggs' *In Latinum*—Part II.)—Reading Letters at Sight—Grammar (Syntax). Third term, four hours.

THIRD YEAR.

Cicero (two Orations)—Composition—Grammar (Syntax of Noun, Adjective and Pronoun)—Reading Letters at Sight. First term, three hours.

Cicero (two Orations)—Ovid (Selections).—Composition.—Grammar (Syntax of Verb and Prosody). Second term, three hours.

Ovid (Selections)—Grammar (Syntax of Verb and Prosody)—Collateral Reading. Third term, three hours.

FRESHMAN YEAR.

Vergil (*Æneid*—Book I. and part of Book II.)—Reading at Sight. First term, three hours.

Vergil (Books II.—in part—III. and IV.)—Reading at Sight. Second term, three hours.

Vergil (Books V. and VI.)—Reading at Sight—Collateral Reading. Third term, three hours.

SOPHOMORE YEAR.

Livy (Book I.)—Readings at Sight—Collateral Reading. First term, three hours.

Horace (Selections from Odes)—Grammar (Prosody). Reading at Sight.

Elective Courses.

I. Cicero (De Senectute). First term, two hours.

II. Horace (Odes). First term, two hours.

III. Terence (Andria or Adelphi). First term; two hours.

IV. Livy (Book XXI.) First term, three hours.

V. Composition. First term, one hour.

VI. Tacitus (Germania and Agricola). First term, two hours.

VII. Reading at Sight. First term, one hour.

VIII. Horace (Satires). Second term, two hours.

IX. Cicero (De Amicitia)—Collateral Reading. Second term, two hours.

X. Catullus and the Elegiac Poets (Selections). Second term, two hours.

XI. Cicero (Brutus). Second term, three hours.

XII. Composition. Second term, one hour.

XIII. Reading at Sight. Second term, one hour.

XIV. Suetonius (Selections from Books I. and II.). Second term, two hours.

XV. Horace (Epistles). Third term, two hours.

XVI. Cicero (De Officiis), Third term, three hours.

XVII. Ovid (Fasti). Third term, two hours.

XVIII. Plautus (Captives). Third term, three hours.

XIX. Reading at Sight. Third term, one hour.

XX. Tacitus (Annals—selections). Third term, three hours.

GREEK.

Required for Classical Students.

COURSE I.

White's Beginners' Greek Book. Xenophon's Anabasis. Five hours a week throughout the year.

II.

Anabasis. First term, four hours.

Hellenica. Greek Prose Composition. Second term, four hours.

Odyssey. The Homeric Question. Prosody. Third term, four hours.

III.

Herodotus. Morphology and Etymology. Collateral readings in Grecian History. First term, three hours.

Thucydides. Greek Syntax and Prose Composition. Second term, three hours.

Iliad. Studies in Greek Language and Life in Homeric Literature. Third term, three hours.

IV.

Greek Comedy. First term, three hours. (Required for Greek Scientific Students.)

Greek Orators. Collateral reading in Jebb's Greek Orators, Butcher's Demosthenes and Jebb's Greek Literature. Second term, four hours.

Greek Philosophy. Plato: Euthyphro, Apologia, Crito, Phædo. Collateral reading in Zeller's Outlines of Greek Philosophy. Third term, three hours.

Elective.

V.

1. Pausanias. The topography of Ancient Athens. First term, two hours.

2. Sophocles' Oedipus Tyrannus. Second term, three hours.

3. Lucian. Third term, three hours.

N. B.—Courses II. and III. are required for Greek-Scientific students, or their equivalent in VI.

VI.

1. Neo-Hellenic. First term, two hours.

2. Sophocles' Oedipus Colonus. Second term, three hours.

3. Pindar. Third term, three hours.

Courses V. and VI. will be given in alternate years, course VI. being given in 1894-5.

VII.

Biblical Greek. Harmony of the Gospels. Acts of the Apostles. The Didache. Two hours a week throughout the year.

VIII.

Biblical Greek. The Epistles of the New Testament. The

Septuagint. Christian Archæology. Twice a week throughout the year.

Course VIII. will be given in 1894-5.

IX.

Greek Drama. Aeschylus, Sophocles, Euripides, Aristophanes: Collateral reading in Haigh's Attic Theatre, Moulton's Ancient Classical Drama and Schlegel's Dramatic Art and Literature. Twice a week throughout the year.

X.

Normal Course.—A brief course, consisting chiefly of lectures designed especially for those intending to teach Greek, but open to all who have taken I.—II. Members of the class will prepare papers on subjects connected with classical study. First term, one hour.

XI.

Greek Mythology and Art. Second term, one hour.
Open to college students in any course.

XII.

University Extension Course. Third term, one hour.
Open to college students in any course.

XIII.

The Greek Seminary offers special facilities for students wishing to do advanced or post-graduate work. Courses will be arranged to meet, as far as possible, the requirements of individual students. In addition to research work in Greek Literature and History there will be studies in Greek Epigraphy, Archæology and Grammar, with original composition in Greek, by the student, upon historical and literary subjects.

XIV.

Greek Conversation. Once a week throughout the year.

XV.

Sight Reading. Two hours a week throughout the year.

MATHEMATICS.

Arithmetic is taught in connection with the Business Department.

The Preparatory work covers three terms in Algebra and three terms in Geometry.

The following courses are provided in the Collegiate department.

1. Solid Geometry—a course of *five hours*. Fall term.

2. Advanced Algebra—two courses of *five hours each*. Fall and Winter terms.

3. Plane and Spherical Trigonometry—a course of *seven hours*. Winter and Spring terms.

4. General Geometry—a course of *six hours*. Winter and Spring terms.

5. Differential and Integral Calculus, with their applications to Geometry and Physical Science—a course of *five hours*. Spring term.

6. Advanced Calculus—a course of *three hours*. Fall term.

7. Advanced Calculus—a course of *three hours*. Winter term.

8. Modern High Algebra, including determinants—a course of *two hours*. Spring term.

9. Quaternions—a course of *three hours*. Fall term.

Courses 2, 4, 6 and 7 may be elected by students in whose General Courses they are not required studies.

ASTRONOMY AND APPLIED MATHEMATICS.

ASTRONOMY.

1. Courses of *three hours* each are given during the Fall and Spring terms in Descriptive Astronomy. Sophomore required course.

2. *Elective*. A course of *three hours* per week during the entire year, including a large amount of practical work in the Observatory, solar and lunar eclipses, reductions for obtaining time, latitude, longitude, etc.

3. Students desiring to do more advanced work will be given special direction in various lines of investigation, and will be granted free use of the Observatory equipment in the prosecution of their studies.

PHYSICS.

1. An elementary course of *three hours* per week extending through the year.

2. Courses of *three hours* each in the Winter and Spring terms (Sophomore), largely mathematical in treatment. The subjects for 1894-5 will be Sound and Heat; Meteorology.

3. A course of *one hour* in the Spring term, in Sound in its relation to Music.—This is a Conservatory class.

SURVEYING.

Elective.—A course of *three hours* during the Spring term in Practical Surveying.

BIOLOGY.

1. Botany. A course of *three hours* per week extending through the Winter and Spring terms of the first year.

2. Physiology. A course of *two hours* per week throughout the second year.

3. Zoology. A course of *four hours* in the Fall and *two hours* in the Winter term of the fourth Preparatory year. Study from actual specimens is carried on as far as possible. Students who enter the college without Zoology should take this course as preparation for what follows.

4. General Biology. The fundamental principles of plant and animal life and growth. Winter term, *two days* per week, *three hours* each day. Laboratory work, text book and lectures.

5. Cryptogamic Botany. *Two two-hour* Laboratory exercises per week during the Spring term.

6. Morphology of Invertebrates: Protozoa, Porifera, Coelenterata, Echinodermata. Fall term, *two hours* each day. Laboratory work and lectures.

7. Morphology of Invertebrates: Vermes, Mollusca, Arthropoda. Winter term, *three days* per week, *two hours* each day. Laboratory work and lectures.

8. Morphology of Vertebrates. *Three double-hours* per week through the Spring term. Laboratory work, lectures.

9. Elements of Histology. *Three hours*.

10. Advanced Microscopy, including methods, higher microscopical theory and the attainment of critical images. *Two hours*.

11, 12. The courses in Geology, elsewhere described, should follow the work above outlined, wherever possible.

Students who show especial proficiency will be encouraged to continue the work, and will be offered all possible facilities in its prosecution.

A Normal Course of *one hour* in Methods in Observation and Nature Work will be given in the Spring term.

GEOLOGY.

1. Dynamical and Structural, Fall term, *four hours* per week.

2. Historical, Winter term, *three hours* per week.

CHEMISTRY.

Required. 1. Chemistry of the Non-Metals three times per week. Fall term.

2. Laboratory practice in the grouping and separating of the

Metals, two days each week, two hours per day. Fall term. Students who have had their general chemistry in other schools should begin with this course.

3. Qualitative Chemical Analysis. Laboratory practice two hours each day of the week. Winter term.

Elective. 4. Advanced Qualitative Chemical Analysis, with special study of oxidation and reduction. Laboratory work three days per week, two hours each day. Spring term.

5. Organic Chemistry. The study of the text, with lectures, three days per week; laboratory work in Synthetical Preparations four hours per week. Fall term. This course may be taken by students who have completed courses 1, 2 and 3.

6. Course 5 continued during Winter term. Five days per week.

7. Organic Synthesis, three days per week and three hours per day. Winter term.

8. Quantitative Chemistry. Laboratory work, six hours per week, Spring term. This course may be taken by any student who has completed the first three courses.

9. Mineralogy, descriptive and determinative; Laboratory work two hours per day, three days per week, Spring term. This course open to those who have completed courses 1, 2 and 3.

10. Ultimate Organic Analysis, three days per week, three hours per day, Fall or Winter term. This course may be taken after course 5 is completed.

11. Water Analysis, two days per week, two hours per day, Spring term.

12. Sanitary Science, lectures three days each week, Fall term.

13. Provision will be made for Special Students in any line of chemical investigation. Students expecting to teach will be given work to prepare them in chemical manipulation, the care and management of a laboratory, etc.

HISTORY.

I. Advanced European History. 1453—1715. Four hours; first term (Sophomores, required).

II. European History. 1715—1815. Three hours; second term (Sophomores, required).

III. European History. 1815—1878. Three hours; third term (Sophomores, required).

IV. Political and Constitutional History of the United States.

1781—1817. Three hours, first term (elective to Juniors and Seniors).

V. Political and Constitutional History of the United States. 1817—1845. Three hours; second term (elective).

VI. Political and Constitutional History of the United States. 1845—1876. Three hours; third term (elective).

VII. Constitutional History of England. 1066—1485. Two hours; first term (elective).

VIII. Constitutional History of England. 1485—1689. Two hours; second term (elective).

IX. Political and Constitutional History of England. 1689—1894. Three hours; third term (elective).

ECONOMICS AND POLITICS.

I. General Theory of Political Economy. Four hours; first term (elective).

II. Advanced study in theory of Political Economy. Two hours; second term (elective).

III. Socialism; Co-operation. Two hours; second term (elective).

IV. Financial History of United States. One hour a week; second and third terms (elective).

V. Research Course in Political Economy. Two hours; third term.

Topics: Silver Question; Tariffs since 1861; Phases of Economic History since 1763.

VI. Political Science. Three hours; first term (elective).

VII. American Political Institutions. Two hours; second and third terms (elective).

VIII. *Constitutional Law of the United States. Three hours; third term (elective).

IX. *International Law. Three hours; third term (elective).

Courses marked * given in alternate years.

DEPARTMENT OF ENGLISH.

The tabulated courses contain a statement of the general lines pursued in this department. After the elementary work in English and American Literature, and in Rhetoric and Composition has been creditably done, the following advanced courses are offered: (a) A course in Rhetoric in which the laws of Mind, of Idea and of Form are philosophically discussed. Compositions and critical readings are required in order to call out the practical side of the discussions. This work is followed by a course in Literary Criticism.

(b) An advanced course in the History of English Literature, covering three terms, is designed to show how history affects literature and language. A manual is used as direction in research work, and special reports are required. (c) A course in Old English runs through the year. Students who take this study should have some knowledge of German or Latin. (d) A course in Early and Late Middle English also covers three terms. Particular attention is given to Chaucer with reference to pronunciation and Historical Grammar. (e) One year is given to the study of Masterpieces, the Fall term, to those illustrating different periods of literary activity in England; the Winter term, to the plays of Shakespeare, and the Spring term to American Masterpieces. This course demands much research, and is for advanced students only. Each member of the class is required to write one essay and one critique. Forty-five minutes are allowed for the reading of these papers, after which they are deposited with the Head of the department and become the property of the Library.

The following is an outline of the work offered :

PREPARATORY COURSE IN LANGUAGE AND RHETORIC.

Required.

First Year—Two terms of English Grammar and one term Lockwood's Language Lessons. Five hours each term.

Second Year—Three terms Language Lessons. Three hours each term.

Third Year—Two terms Language Lessons. One term two hours, one term three hours.

Fourth Year—Rhetoric. Three hours throughout the year.

REMARK—The student's knowledge of the principles of language is to be tested in oral and written reproductions and paraphrases of choice pieces of literature to be studied in connection with the language work. The objects of these courses are: (a) to secure clear, correct thought and expression; (b) to secure an acquaintance with good literature and an appreciation of the same.

COLLEGE RHETORIC.

Elective.

I. Advanced Rhetoric. Fall term, three hours.

II. Science of Rhetoric. Winter term, three hours.

III. Problems in Literary Criticism. Spring term, three hours.

ENGLISH LITERATURE.

Required.

I. The works recommended by the Commission of Colleges in New England on Admission Examinations, and offered in the Preparatory Department of this Institution.

II. Study of literary productions in connection with biographical and historical relations. Fourth year. In connection with Rhetoric. Three hours throughout the year.

Elective.

I. Old English. Elementary Course. Cook's First Book in Old English. Bright's Old English Reader. Three hours. Fall term.

II. Advanced Course. Sievers-Cook's Old English Grammar, (2d edition). "Judith," "Elene," and portions of "Beowulf." Winter and Spring terms, three hours each.

MIDDLE ENGLISH.

III. Sweet's First Middle English Primer. Morris's Specimens of Early English. Piers the Ploughman. Winter and Spring terms, three hours each.

IV. Chaucer, with attention to Historical Grammar and pronunciation. Sweet's Second English Primer. The Prioresses Tale, The Clerkes Tale, The Squires Tale. Fall term, three hours.

V. History of English Literature. Manual with Lectures. Reports and discussions. Fall term, three hours.

VI. Seventeenth and Eighteenth Centuries in Literature. Manual with lectures. Reports and discussions. Winter term, three hours.

VII. Nineteenth Century Literature. Reports, discussions and recitations. Spring term, three hours.

VIII. English Masterpieces. One two hour and one one hour session per week. Fall term, three hours.

IX. Shakespeare. One two hour session and one one hour session per week. Winter term, three hours.

AMERICAN LITERATURE.

Required.

I. Study of authors with associated history and readings. (Freshman) Spring term, three hours.

Elective.

II. American Masterpieces. One two hour session and one one hour session per week. Spring term.

PREPARATORY COURSE IN ENGLISH.

FIRST YEAR.

FALL TERM: English Grammar, Longfellow's *Evangeline*, five hours.

WINTER TERM: English Grammar, Addison's *Sir Roger de Coverly*, *The Cotter's Saturday Night*, five hours.

SPRING TERM: Lockwood's *Language Lessons*, Whittier's *Snow Bound*, Irving's *Sketch Book*, five hours.

SECOND YEAR.

FALL TERM: Lockwood's *Language Lessons*, Lowell's *Vision of Sir Launfal*, Gray's *Elegy in a Country Churchyard*, three hours.

WINTER TERM: Lockwood's *Language Lessons*, *The Deserted Village*, *The Ancient Mariner*, three hours.

SPRING TERM: Lockwood's *Language Lessons*, *The Lady of the Lake*, David Copperfield, Dickens, three hours.

THIRD YEAR.

Not required in Classical Course.

FALL TERM: *Language Lessons*, Sohrab and Rustum, Webster's *First Bunker Hill Oration*, two hours.

SPRING TERM: *Language Lessons*, Emerson's *American Scholar*, Macaulay's *Second Essay on the Earl of Chatham*, three hours.

FOURTH YEAR.

FALL TERM: *Rhetoric*, Julius Cæsar, *The Merchant of Venice*, three hours.

WINTER TERM: *Rhetoric*, *The Twelfth Night*, *History of English Literature*, three hours.

SPRING TERM: *Rhetoric*, *History of English Literature*, *L'Allegro*, *Il Penseroso*, *Comus*, *Lycidas*, Macaulay's *Essay on Milton* and Addison, three hours.

PHILOSOPHY.

Required.

I. Psychology—Method, by lectures and daily examination of standard authors.

Analysis of Mental Phenomena and Faculties specially insisted upon—first half of the year.

II. Logic—Inductive and Deductive—the identity of fundamental principles explained, and the special office of each form of Logic given. For outlines of the subject, Jevons or Hyslop; for fuller study of special subjects, Mill, Lotze, and other authors—half a year.

Elective.

III. Applied Psychology—This is required in the Normal course, but is elective for a degree. Pursued in the Winter term—four hours. Text book, McLellan—essays and discussions. All Normal students visit public schools to study methods of teaching.

IV. History of Philosophy—This must be preceded by Psychology in order that there may be a standard of Philosophy in the mind of the student with which to compare the theories advanced by the different Schools. A thorough analysis of each School will be presented, with the two-fold aim of learning the History of Philosophic Thought, and determining what is true in the different systems studied. The first half of the year—several works used.

V. Moral Science—The fundamental principles will first be considered, then their application to human life. This study follows Psychology, and is pursued in the latter half of the year. One term—Calderwood, Porter, and other authors included.

VI. Theism—Bowne used as a text book—taught during the Spring term.

VII. Evidences of Christianity—a careful scrutiny of the several classes of evidence relied upon, with the study of the bearings of the same on the question of divine revelation as appearing in the Bible.

NORMAL WORK.

One third of a year must be devoted to the study of Psychology before any student can take up the Psychological work of this course.

Applied Psychology—Four hours—Text book, McLellan. In addition, a comparison of the views of several other writers.

Testing of the principles and methods by visits to several High Schools.

History of education, four hours—taken up after the student has had a full course in Psychology. The course consists of the study of educational theories since the Renaissance with introductory survey of earlier theories. Quick's Educational Reformers is used as a text book with collateral readings from the leading authors.

In addition to text book work members of the class read and report on the principal educational classics, also the biographies of great educators.

The French and German systems of education are taught by lectures with the aid of the best authors.

Methods in Physiology and Geography:

(1) Subjects are treated by topics.

(2) Committees appointed to formulate methods of teaching. Reports made, criticised. Portions of the lessons taught by different members. Committees report on the work of other committees, the teacher finally criticising students' reports and criticisms.

In Methods in English there is class drill in Orthography and Orthoepey, elements of sentence structure, logical classification of phrases and clauses, paragraph structure, etc.

The fundamental principles and the philosophy of grammar both as a system and an instrument to the ends of interpretation, of investigation, and of criticism.

An effort is made to develop the imagination through use of imaginative literature, and to develop the power of clear, correct thought and expression.

The school system of Michigan is carefully studied and also the school systems of several of the leading States of the Union.

Observation and nature work is intended to fit the teacher to bring the pupil in touch with nature as a great system of truth.

School laws of Michigan and many other States are carefully studied and compared and methods of school organization given in detail and discussed.

Attention given to methods of teaching as based on Psychology and experience.

FURTHER COURSES OF STUDY.

CONSERVATORY OF MUSIC.

PIANO.

GRADE I.—Foundation studies by Emery, Matthews' twenty lessons to a beginner, studies by Gurlitt, Kohler, Biehl, Loeschhorn.

GRADE II.—Kohler, Op. 50. Duvernoy, Op. 120. Loeschhorn, Op. 65. Doring, Op. 8, Book I.

GRADE III.—Bertini, Op. 29. Loeschhorn, Op. 66, Book I. Heller, Op. 47. Kohler, Op. 60, Doring, Op. 8. Mohr, Books I and II.

GRADE IV.—Loeschhorn, Op. 66, Books II. and III. Berens, Op. 61, Book I. Kohler, Op. 128, Book I. Heller, Op. 46. Mohr, Book III.

GRADE V.—Loeschhorn, Op. 67. Heller, Op. 16. Kohler, Op. 128, Book II. Berens, Op. 61, Book II. Schmidt, School of Velocity.

GRADE VI.—Cramer's Studies. Loeschhorn, Op. 118. Reinecke, Op. 121. Bach's Inventions. Harmony. Musical History.

GRADE VII.—Cramer's Studies. Chopin, Op. 10. Moschelles, Op. 70. Kessler, Op. 20. Clementi—Harmony. Musical History. Text Books—Parker, Jadassohn, Ayer's Counterpoint.

ORGAN.

1ST YEAR.—Dr. Stainer's Organ Primer. Whitney's First Six Months on the Organ. Thirty Progressive Studies by Best. Op. 33.

2D YEAR.—The Art of Organ Playing by Best, Part I. Studies in Pedal Phrasing, Dudley Buck. Op. 249, Book I. Thayer's Pedal Studies. Selected pieces by various composers.

3D YEAR.—The Art of Organ Playing by Best, Book II. Lemmon's Organ School, Part II. Sonatas by Mendelssohn and selected pieces by Buck, Eddy, Haupt, Thayer, and various composers.

4th YEAR.—Bach Fugues, Sonatas, Preludes, and Concert pieces by modern composers.

VIOLIN.

1ST YEAR.—Violin Primer by Tours. 1st Book of Etudes, Kayser. Etudes Specials, Herrman. Easy pieces.

2D YEAR.—Violin Technic, Schradick. Violin Scales, Schradick. Etudes, Kayser. Pieces adapted to that grade.

3D YEAR.—1st 20 Etudes, Kreutzer. Etudes Brilliantes, Alard. Concert pieces, etc.

4TH YEAR.—Etudes, Kreutzer. Etudes and Compositions by Wieniawski, DeBeriot, Raff, Viotte, etc. Harmony and Musical History.

COMMERCIAL DEPARTMENT.

FALL TERM.	WINTER TERM.	SPRING TERM.
Book-keeping and Business Practice.	Book-keeping and Business Practice.	Book-keeping and Office Work.
English Grammar.	English Grammar.	Commercial Geography.
Penmanship.	Penmanship.	Penmanship.
Commercial Arithmetic.	Commercial Arithmetic.	Commercial Arithmetic.
Correspondence.	Commercial Law.	Civil Government.
Spelling.	Spelling.	Rapid Calculation.

SCHOOL OF PAINTING.**FIRST YEAR.**

FIRST TERM. —Freehand outline from cards, chart and blackboard lessons.....	1-5
Dictation lessons of right line figures and simple curves. Linear drawing, with definitions in Plane Geometry.....	2-5
Oil Painting in monochrome from simple design.....	2-5
SECOND TERM. —Drawing from more advanced copies, flat examples. Memory and dictation lessons.....	1-5
Object lessons illustrated by drawings, etc.....	1-5
Shading from flat and simple objects in Charcoal.....	1-5
Painting in Oil from simple designs.....	2-5
THIRD TERM. —Freehand outlines of ornaments and objects.....	1-5
Drawing and shading from objects or casts.....	1-5
Freehand drawing and map drawing with memory and dictation lessons; in class three hours weekly. Painting in Oil from flat examples.....	3-5

SECOND YEAR.

FIRST TERM. —Designs in Geometric forms.....	1-10
Dictation lessons in Crayon drawing, viz.: at least two examples finished to absolute shading.....	1-10
Painting from examples dictated, viz: from flat examples or objects.....	4-5
SECOND TERM. —Model and object drawing.....	1-5
Linear Perspective, shades and shadows, by instruments, in class, three hours weekly.	
Harmony and mixture of colors (with	

text, Dresser and VonBezold).....	1-5
Design from natura. foliage, and painting in Oil from natural objects and still life.....	2-5
Pen drawing for photo-engraving.....	1-5
THIRD TERM. —Shading in chalk and color and India ink.....	1-5
Painting in Sepia, Neutral tint and Water Color.....	2-5
Prescribed reading on Painting, Sculpture and Architecture.....	1-5
Portrait in Crayon.....	1-5

THIRD YEAR.

FIRST TERM. —Complete Mechanical drawing by instruments. In class. Four hours weekly. Historical lessons in ornamental design, (text, Dresser).....	1-5
Painting in Oil. Broadhand painting from natural objects.....	4-5
SECOND TERM. —Art History and Biography.....	1-10
Painting from nature.....	9-10
THIRD TERM. —Drawing and shading from human form.....	1-5
Prescribed reading on Art.....	1-5
Portrait in Oil.....	3-5

FOURTH YEAR.

FIRST TERM. —The Renaissance in Painting in Italy, and the early methods and masters.....	1-5
Painting from life and nature.....	4-5
SECOND TERM. —Modern European Art.....	1-10
Selection, Composition and Design. Animal and landscape painting.....	9-10
THIRD TERM. —Contemporary Art. American Art and Artists.....	1-10
Painting from nature, animal, landscape and figure.....	9-10

The numeral 1 stands for the complete work of a term, hence 1-5 stands for one-fifth of a term's work, etc.

GREEK PRIZE.

A friend of the College has offered a prize to be given to that student who shall pass the best examination in the required Greek of the third and fourth years. It will be open to contestants from the Classical and Greek-Scientific courses.

METHODS.

The introduction of a large amount of elective work in the College of Liberal Arts has led of late years to some decided changes in our methods. The work of the earlier years is carried forward largely by means of recitations. In some of the departments the lecture system is used to a considerable extent. But there are results which cannot be well wrought out on either of these lines. The student must do much more than show that he has faithfully studied a text-book, or attentively listened to a lecture given by a Professor. Many authors need to be consulted, special inquiries prosecuted, original investigations made, the head of the department guiding rather than teaching, so that the student may gain efficiency as an independent thinker or searcher after truth. A part of this work is carried forward through a

SCIENCE ASSOCIATION.

This was organized a few years ago. The association is divided into several sections devoted respectively to Natural and Physical Science, to Language and Literature, to Political and Social Science, etc. The sections meet separately each week for an hour and a half for a presentation of reports on the latest books and periodicals, and for the reading and discussion of original papers. The membership consists of students (mainly from the upper classes), members of the Faculty, resident graduates, and such other residents as may be interested and prepared for the work. This association has already proved of great value in stimulating students and teachers to keep up with the latest work being done in the various fields of study, in providing opportunity for the fuller investigation of subjects which can be little more than touched upon in the class-room,

and in giving to all practice in that thorough and independent working-up of special topics which is necessary in the future work of those who enter the learned professions. The research work upon which we have for some time laid stress is carried on mainly, though not fully, through this association.

SEMINARIES.

To do work somewhat similar to the above, Seminaries have been organized in some of the departments. These will be instituted throughout the entire school as the occasion arises, though the methods are purely university in character.

GRADUATION.

Persons are granted the honor of graduation from the Institution upon satisfactory completion of some prescribed curriculum of study. Four *Bachelor degrees* are given in the

COLLEGE OF LIBERAL ARTS.

Bachelor of Arts [A. B.] is conferred on all who complete the Classical course.

Bachelor of Philosophy [Ph. B.] is conferred on all who complete the Latin-Scientific or the Greek-Scientific course.

Bachelor of Science [B. S.] is conferred on all who complete the Scientific course.

Bachelor of Letters [B. L.] is conferred on all who complete the Letters course.

Two Bachelor Degrees are conferred at the completion of certain other courses:

Bachelor of Music [B. M.] is granted at the comple-

tion of a certain course in Piano music carried forward in connection with a prescribed amount of literary work.

Bachelor of Painting [B. P.] is granted at the completion of a prescribed course in painting and literary work.

DIPLOMAS.

A graduating diploma is given to the student completing a course of seven grades in Piano music.

A graduating diploma is granted to each student completing the four years' course in the Theory and Art of Painting.

A diploma is granted to each student completing either the general business course or the short-hand and type-writing course in the Commercial Department.

The above degrees or graduating diplomas are granted only on satisfactory examination, and payment of the regular fee; and the name of no student will be presented by the Faculty to the Board of Trustees for graduation till he has submitted to the Faculty the receipt of the Secretary for the payment of all dues, including the fee for diploma.

MASTER'S DEGREE.

The degree of A. M., Ph. M., M. S. or M. L., unlike that of LL. D., or D. D., is, in theory, not honorary, but a voucher for the recipient's actual and ascertained progress in some special line of post-graduate work; while in practice these degrees have been almost universally conferred by American colleges without any reference to the preparation or fitness of the candidate.

The following regulations have been adopted in regard to the granting of the degrees of A. M., and M. S:

1. The degree of Master of Arts may be conferred upon Bachelors of Art of Albion College, who shall have concluded satisfactorily a course of non-professional, post-graduate study, for at least one year, in residence, under

the direction of the Committee on Graduate Studies. The candidate shall prepare a thesis upon some subject connected with his work, and shall be examined in the studies pursued, by the Committee. Bachelors of Art of other colleges may obtain the Master's degree upon the same conditions, after a course of study in residence.

2. Bachelors of Art of Albion College, who have completed a satisfactory course of non-resident, non-professional study, may receive the degree of Master of Arts, provided they be Bachelors of Art of at least three years standing. In other respects they shall be governed by Regulation 1.

3. The degree of M. S., and Ph. M., will be conferred upon Bachelors of Science and Bachelors of Philosophy respectively, on conditions similar to those governing Bachelors of Art. In place of the thesis, however, or in addition to that, at the discretion of the Committee, a candidate for the degree of Master of Science may present specimens of laboratory work, scientific drawing, diagrams, etc. This shall not be understood to obviate the requirement of examination before the Committee.

4. The thesis must be sent to the committee on or before June 1.

5. The plan followed by the student will embrace one principal line of study, and two subordinate lines. This work can be done in any of the departments represented in college courses, or ordinary post-graduate lines of study.

6. The examination and diploma fee shall be ten dollars.

The Committee on Graduate Studies appointed by the Faculty consists of Professors Delos Fall, S. D. Barr, and F. S. Goodrich. Correspondence relating to graduate work should be addressed to them.

GENERAL STATEMENTS.

CLOSING EXAMINATIONS.

1. All students must be present at examinations and the closing recitations of the term, or no credit will be given for the work pursued.

2. Students absenting themselves from the closing or examination work will not, unless such absence was caused by sickness or other unavoidable conditions, be allowed to take the omitted examinations until they occur in regular order with the next class.

3. All conditions must be removed within a year from the date of the examination, or else the student will be marked Not Passed, thus requiring that the work be taken over again in class.

4. Work marked incomplete must be completed within a year, if credit is to be allowed.

5. No credit will be granted students for work on which they are marked Not Passed, until they have satisfactorily pursued the same again in some regular class.

ATTENDANCE.

1. Persons coming to Albion for the purpose of entering any department of the college are subject to its government from the time of their arrival; and whenever a student has entered college he is under its jurisdiction until his connection is formally closed by graduation or otherwise.

2. Students who are not in their places at the opening of the term, if minors, must present written excuses from their parents or guardians for their delay; and if not minors must give a satisfactory excuse for such delay.

3. Uninterrupted attendance upon college duties dur-

ing term time is required. Under ordinary circumstances visiting home or friends is discouraged.

4. No student is permitted to leave town without the President's permission.

5. All delinquencies, such as tardiness, deficiency, offenses against good order in the recitation rooms, are dealt with by the Professors of the Departments. Flagrant cases are reported to the President or Faculty.

6. Students who at the close of the term do not expect or desire to remain the following term *must apply for leave of absence or honorable dismissal* from the Institution. Unless dismissed or excused they are subject to the regulations and government of the College. *Unexcused absence works forfeiture of privileges* heretofore gained by enrollment or matriculation.

RULES AND REGULATIONS.

We do not print a code of rules in the Year Book. This Publication is for the purpose of information on the educational aims, appliances and methods of the Institution. Indeed the great body of college laws must be unwritten. They need not and can not be put on the printed page. As to the prohibition of the different forms of vice, there need be no formal statement, as no reputable college would allow known immorality.

The Institution expects manliness on the part of the young men, and refined, lady-like deportment on the part of the young women. While the special aim of each student is the acquisition of scholarship and the fullest culture of the mental powers, that education is incomplete in which character receives less attention than the intellectual faculties. But with high moral aims there should be that which is becoming and refined in social life. The relations of the young men and young women are expected to be elevating, and no condition affords better opportunity

for the exercise of social amenities than the daily comingling of young people in the midst of an atmosphere of learning and progressive scholarship. Students upon entering the Institution soon come to understand what is the real standard of moral and social life, and the principles to be observed and cherished in order to secure the largest measure of good. Irregularities which betoken a coarse nature work a forfeiture of college privileges. The Faculty may terminate the connection of any student with the Institution whenever it is apparent that his presence is prejudicial to good order and the pursuit of scholarship. Indeed, noble character—including the mental and moral—should be the chief aim of college life. There are certain prudential requirements relating to rooming, boarding, hours of study, etc., which all students come readily to understand.

SPECIAL PRIVILEGES.

Religious.—On each school day at 9 a. m. religious services are held in the College Chapel, which all the students are required to attend.

On Sunday morning they are required to attend public worship at such church as they or their parents or guardians may select, and each student is expected to be uniform in his attendance at the church of his choice.

Attendance upon the following is optional: On Thursday evening is held the general weekly prayer-meeting, which, though a voluntary service, is attended by a majority of students. At 9 a. m. on Sabbath there are meetings for the study of the Bible. In the afternoon there are students' gospel meetings.

Societies.—There are three Literary Societies connected with the Institution. *The Erosophian Society, the Eclectic and Atheniædes Society, and the Philozetian Society.* The two former are college societies, the latter is connected

with the Preparatory School. Students in the preparatory classes may join the *Philozetian Society*, and remain in the same until they reach Freshman Year. They are not at liberty to become members of either of the regular college societies before they complete the studies of the first three preparatory years.

The *Missionary Society* is organized for the promotion of the missionary spirit.

There are two *Christian Associations*—the Y. M. C. A. and the Y. W. C. A.

There is a flourishing Epworth League, composed principally of students, which holds a weekly meeting.

The Christian Associations hold regular meetings for the study of the Bible. Students' Bible Classes are organized at the church, and are largely attended.

The *Ladies' Library Association* carries forward its work by the employment of eminent lecturers, the profits accruing being devoted to the purchase of books for the library.

There are two college papers, one published weekly and the other semi-weekly.

Literary Societies have fitted up *elegant apartments* in which to hold their weekly meetings.

No literary or other society can exist in connection with the Institution unless by permission granted after the Constitution and By-Laws of the same shall have been submitted to the Faculty for examination, and shall have received their approval. Whenever the workings of any society shall be deemed prejudicial to the interests of the Institution, such society will be dissolved.

The times and places of the meetings of the societies will be subject to regulation by the Faculty; and all meetings, whether of regular societies or of any other body of

students, shall be open for the attendance of any member of the Faculty or of the Board of Trustees.

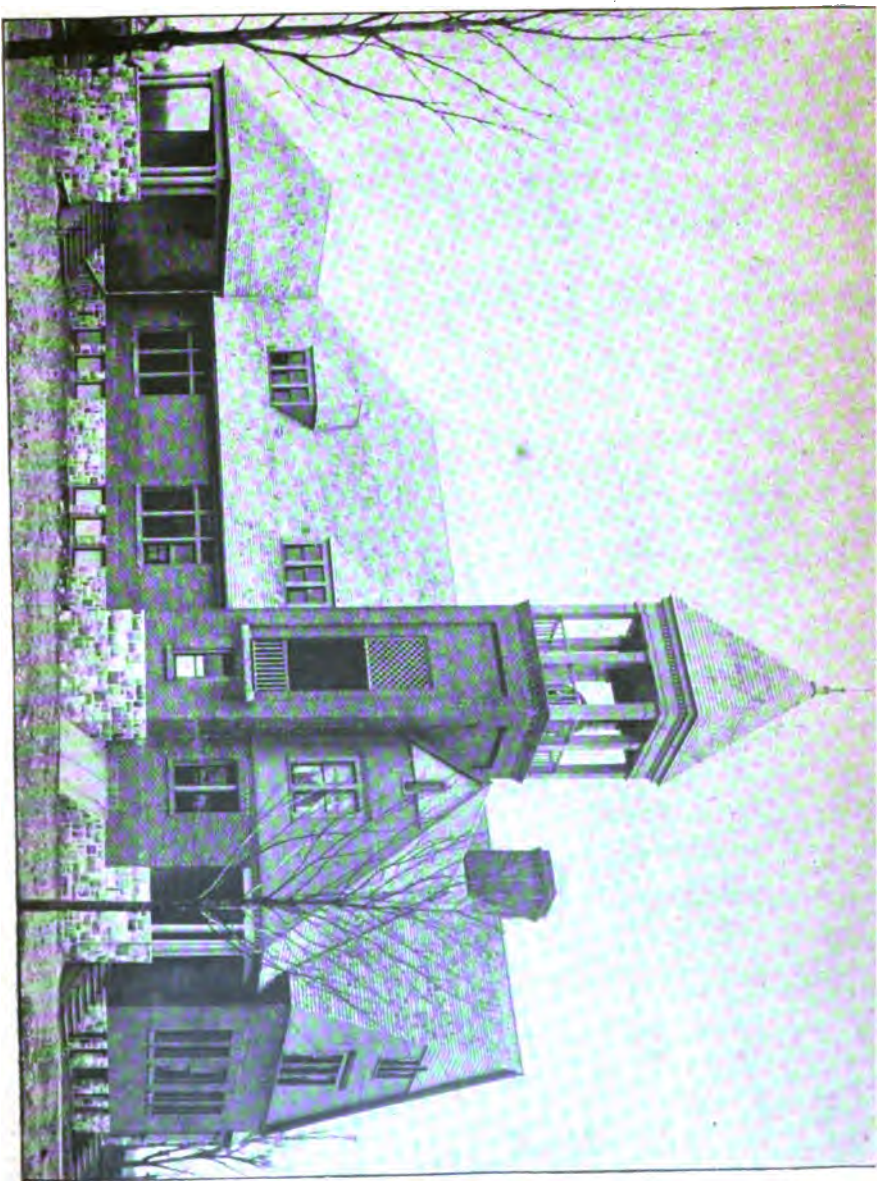
No society in the college may invite any lecturer to address them in public until the name of the proposed lecturer shall have been laid before the President, and he shall have given permission to extend the invitation.

GYMNASTIC TRAINING.

A gymnasium for the use of the students was completed in 1892. The building, the exterior of which is represented in the accompanying cut, supplies an important need of the Institution. The school employs two instructors, one for the young men, and another for the young ladies. The work is systematized both as to time and character of exercises engaged in. The object of the Gymnasium is to supply the means of physical culture and to preserve the health of the student while in college, so that more mental work can be done during his stay in the Institution. It is believed that gymnastic training can be so wisely prosecuted that the strength of the physical manhood may grow with as much certainty and regularity as the intellect develops under systematic and vigorous study. Every person leading a sedentary life—whose occupation does not call for bodily activity—will find great value in such exercises as are practiced in a well ordered gymnasium.

A slight charge only is made for instruction in gymnastics and use of gymnasium, including use of lavatories and bath rooms, as well as general gymnasium rooms. The building is heated with steam, lighted with electricity, and supplied with all modern appliances.

Special attention is given to the physical education of



GYMNASIUM.



the young women of the college, and as a result there is a marked improvement in health and in physical development.

Thorough courses are offered in the various systems of physical culture now in use: the Ling or Swedish Delsarte, German and the English Remedial exercises are also daily given to those who need them for spinal curvature or other deformities of the body.

EXPENSES IN THE VARIOUS DEPARTMENTS OF THE INSTITUTION.

Rates of Board.—The Institution does not conduct a *boarding hall*, but the students make arrangements for board at figures as moderate as college boarding halls ever charge, and, as a rule, obtain *board of a better quality* than is ordinarily procured on the old plan. *Table board* in private families usually costs from \$2.25 to \$2.50 a week. A large number of students organize *boarding clubs*, enabling them to reduce the rate to \$2.00 or \$1.75 per week. This is now quite a popular method of providing for board. There are other students who *board themselves*, expending perhaps one-half the cost of club board, and some even less.

Furnished rooms can be rented usually at *fifty or seventy-five cents a week* for each student.

The following is a schedule of charges made by the Institution. It will be seen that for *literary work* there is *no tuition*:

COLLEGE.

Matriculation fee, paid but once.....	\$ 5.00
Tuition	Free
Incidental fee per term.....	7.00
Graduation fee.....	5.00
Commencement expenses for each candidate for graduation.....	5.00
For Master's Degree examinations and diplomas.....	10.00
Students in Chemistry deposit at the opening of the term, to cover cost of material used.....	5.00
Students in Laboratory course in Biology deposit.....	3.00
If balance to their credit at the end of the term, it is refunded.	

NORMAL COURSE.

Tuition for the course, if all paid in advance	\$ 6.00
If paid by the term as work is taken—for whole course.....	8.00

SUB-COLLEGIATE DEPARTMENT.

Tuition	Free
Incidental fee.....	\$ 7.00
Matriculation fee, if College studies are taken, paid but once.....	5.00

CONSERVATORY OF MUSIC.

Incidental fee, per term, for two lessons per week.....	\$ 3.50
Incidental fee, per term, for one lesson.....	1.75
Instruction in Chorus Class.....	Free
Instruction in rudiments of vocal music, per term.....	1.00

PIANO OR ORGAN.

Tuition, in class of three, per term, twice a week.....	12.00
Tuition in class of two, per term, twice a week.....	15.00
Tuition, private lessons, twice a week per term.....	20.00
Tuition, private lessons, twice a week, by Director of Conservatory.....	22.50
All music students are taught theory without charge.	

HARMONY.

Tuition, once a week, per term.....	4.00
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VOICE CULTURE.

Incidentals, one lesson a week, per term.....	1.00
Tuition, class of two, per term, one lesson a week.....	5.00
Tuition, private lessons, once a week, per term.....	8.00
Tuition, private lessons, once a week, per term, 30 minutes each.....	6.00
The same, twice a week.....	12.00

VIOLIN, CELLO, ETC.

Incidentals, one lesson a week, per term.....	1.75
Tuition, one lesson a week, per term.....	9.00
Tuition, one-half hour a week, per term.....	6.00

CORNET, CLARINET, FLUTE, GUITAR, ETC.

Tuition, one lesson a week, per term.....	6.00
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ORCHESTRA AND BAND.

Tuition	Free
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TEACHERS' CLASS.

Tuition.....	3.00
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Use of piano or organ, per hour, for term.....	2.00
Graduating Diploma.....	3.00
Commencement expenses to each candidate for graduation.....	3.00
When literary studies are taken in connection with music, an <i>additional</i> incidental fee is charged of.....	3.50

It will be seen that *class rates are cheaper than private lessons*, and until the student reaches the graduation year the instruction in many respects is as profitable as by private lessons.

For young students receiving instruction on the piano or organ in *elementary work* 25 per cent. is deducted from the foregoing rates for private lessons.

SCHOOL OF PAINTING.

Incidental fee, per term.....	\$ 3.50
Tuition in oil painting, water color, India ink, etc., per term.....	20.00
Single lessons.....	.50
China painting, or other purely decorative work, single lessons.....	.60
When literary studies are taken in connection with painting an <i>additional</i> incidental fee is charged of.....	3.50
Graduating diploma.....	3.00
Commencement expenses to each candidate for graduation.....	3.00

In no case does the incidental fee exceed \$7.00 per term, though the student may be pursuing studies in several departments at the same time.

It will also be seen that *no tuition* is charged for instruction in literary studies, tuition being required only for instruction in music, painting or commercial studies.

It will also be perceived that the charges for instruction in music depend on the class to which the student belongs, and the amount of instruction received. The schedule of prices ranges all the way from \$4 to \$20 or \$30 a term. It is at the *option of the student*.

COMMERCIAL DEPARTMENT, BUSINESS COURSE.

Full course, including all studies except Typewriting and Shorthand.

Incidental fee, per term.....	\$ 2.00
Tuition, first term.....	20.00
Tuition, second term.....	17.50
Tuition, third term.....	12.50

Besides the regular course there will be classes to accomodate those from other departments who wish to take special work in this department, as follows :

Incidental fee, per term, for each of the following studies.....	\$.50
Tuition, Book-keeping, per term, five hours a week.....	6.00
Tuition, Book-keeping, per term, three hours a week.....	5.00
Tuition, Penmanship, per term, five hours a week.....	4.00
Tuition, Penmanship, per term, three hours a week.....	3.00
Tuition, Commercial Arithmetic, five hours a week.....	4.00
Tuition, Commercial Law, three hours a week.....	4.00

SHORTHAND AND TYPEWRITING.

Incidentals, per term.....	1.00
Tuition, per term.....	15.00
Typewriting alone, per term.....	5.00
Shorthand and Typewriting, supplemental to full course, for those who desire to do this work, per term.....	10.00

Payment of incidentals entitles the student to the use of the Gymnasium and instruction in Gymnastics, use of baths, etc., without additional charge.

No part of incidentals or tuition refunded when student leaves before the end of the term, unless by special arrangement.

SCHEDULE OF RECITATIONS IN REQUIRED WORK ONLY, FOR 1894-5.

The times of meeting for *Elective Classes* will be arranged as the classes are formed.

Figures refer to days of the week : 1, Monday ; 2, Tuesday ; 3, Wednesday ; 4, Thursday ; 5, Friday.

FALL TERM.

	PHILOSOPHY	MATHEMATICS	LATIN	GREEK	MODERN LANGUAGES	ENGLISH	CHEMICAL AND PHYS. SCIENCES	NATURAL SCIENCES	HISTORY AND POLITICS
8:00		Prep. Algebra, 1, 2, 3, 4, 5 Fresh. Alg'bra, 1, 2, 3, 4, 5	Livy, 1, 3, 5	Anabasis 1, 2, 3, 4			Elem. Physics, 1, 3, 5	Physiology, 2, 4	
9:00									
CHAPEL.									
9:15	Psychology, 1, 2, 3, 4, 5	Solid Geometry, 1, 2, 3, 4, 5	Latin Lessons, 1, 2, 3, 4, 5 Cic. and Comp., 1, 2, 4	Sophocles, 2, 3, 4	4th Yr. German, 1, 2, 4	Eng. Grammar, 1, 2, 3, 4, 5			Eng. History, 1, 2, 5 An't. History, 2, 4
10:15		Gen. Geometry, 1, 3, 4	Latin Lessons, 1, 2, 3, 4, 5 Vergil, 2, 4, 5	Greek P'losos., 1, 2, 4				Zoology, 1, 2, 3, 4	U. S. History, 1, 2, 3, 4, 5
11:15		Plane Geom'try, 2, 3, 5	Cæs. and Comp., 2, 3, 4, 5		2d Yr. German, 1, 2, 4 Fresh. French, 1, 3, 5			Astronomy, 2, 4, 5	
1:30					1st Yr. German, 1, 2, 3, 4, 5	2d Yr. English, 1, 3, 5	General Chemistry, 1, 2, 3, 4, 5	Morphology of Invertebrates, 1, 2, 3, 4, 5	Medieval Hist., 2, 4, 5
2:30				Greek Les'ns, 1, 2, 3, 4, 5	1st Yr. German, 1, 2, 3, 4, 5	Rhet. and Lit., 1, 3, 5 3d Yr. English, 2, 4			European Hist., 1, 3, 5
3:30				Herodotus, 1, 3, 4					European Hist., 1, 3, 5

WINTER TERM.

	PHILOSOPHY	MATHEMATICS	LATIN	GREEK	MODERN LANGUAGES	ENGLISH	CHEMICAL AND PHYS. SCIENCES	NATURAL SCIENCES	HISTORY AND POLITICS
8:00		Fresh. Algebra, 1, 2, 3, 4, 5	Horace, 1, 3, 5	Hellenica, 1, 2, 3, 4	3d Yr. German, 1, 3		Elem. Physics, 1, 3, 5	Physiology, 2, 4 Botany, 1, 3, 4	American Hist., 1, 2, 4
9:00									
CHAPEL.									
9:15		Trigonometry, 2, 3, 5	Latin Lessons, 1, 2, 3, 4, 5 Cicero and Ovid, 1, 2, 4	Lucian, 2, 4		Eng. Grammar, 1, 2, 3, 4, 5			Eng. History, 1, 3, 5 An'l. History, 2, 4
10:15		Gen. Geometry, 1, 3, 4	Latin Lessons, 1, 2, 3, 4, 5 Vergil, 2, 4, 5	Gre'k Orators, 1, 2, 4, 5	Fresh. Ger., 1			Zoology, 2, 4	U. S. History, 2, 4, 5
11:15		Plane Geom'try, 2, 3, 5	Class. and Comp., 2, 3, 4, 5		Fresh. German, 2, 4 2d Yr. German, 1, 2, 4 Fresh. French, 1, 3, 5		Soph. Physics, 2, 4, 5		
1:30		Prep. Algebra, 1, 2, 3, 4, 5			1st Yr. Germ'n, 1, 2, 3, 4, 5	2d Yr. English, 1, 3, 5	Qualitative Chemistry, 1, 2, 3, 4, 5	Morph. of Invert., 1, 3, 5	Mod. History, 1, 3, 5
2:30				Gre'k Lessons and Xenoph'n, 1, 2, 3, 4, 5	1st Yr. Germ'n, 1, 2, 3, 4, 5	Rhet. and Lit. 1, 3, 5		Gen'l Biol'g., 2, 4	Euro. History, 1, 3, 5
3:30				Thucydides, 1, 3, 4					Euro. History, 1, 3, 5

SPRING TERM.

	PHILOSOPHY	MATHEMATICS	LATIN	GREEK	MODERN LANGUAGES	ENGLISH	CHEMICAL AND PHYS. SCIENCES	NATURAL SCIENCES	HISTORY AND POLITICS
8:00				Odyssey, 1, 2, 3, 4.	Soph. French, 1, 2, 4. 3d Yr. German, 1, 3.	American Lit., 1, 3, 4.	Elem. Physics, 1, 3, 5.	Physiology, 2, 4. Botany, 1, 3, 4.	Amer. History, 1, 2, 4.
9:00									
CHAPEL.									
9:15	Logic, 1, 2, 3, 4.	Trigonometry, 2, 3, 4, 5.	Cæs. and Comp., 1, 2, 3, 4, 5. Ovid, 1, 2, 4.			1st Yr. English, 1, 2, 3, 4, 5.		Astronomy, 2, 4, 5.	Roman History, 1, 2, 4.
10:15		Calculus, 1, 2, 3, 4, 5.	Cæs. and Comp., 1, 2, 3, 4, 5. Vergil, 2, 4, 5.	Greek Com'dy, 1, 2, 4.		3d Yr. English, 1, 2, 4.			Civ. Govern'm't, 2, 4, 5.
11:15		Plane Geom'try, 2, 3, 4, 5.	Cic. and Comp. 2, 3, 4, 5.		2d Yr. German, 1, 2, 4. Fresh. French, 1, 2, 3, 4, 5.		Soph. Physics, 1, 3, 5.		
1:30		Prep. Algebra, 1, 2, 3, 4, 5.			1st Yr. German, 1, 2, 3, 4, 5.	2d Yr. English, 1, 2, 3, 5.		Morph. Crypt. of Bot'ny, 1, 3, 5.	Mod. History, 1, 3, 5.
2:30				Xenophon, 1, 2, 3, 4, 5.	1st Yr. German, 1, 2, 3, 4, 5.	Rhet. and Lit. 1, 3, 5.			Europ. History, 1, 3, 5.
3:30				Iliad, 1, 3, 4.					Europ. History, 1, 3, 5.

CANDIDATES FOR GRADUATION. .

DEGREE OF A. M.

Engle, Wilber Dwight
Jacobs, Charles Sherman
Wolfe, Henry Eli

DEGREE OF M. S.

Downing, Elliott R.
Floody, Robert J.

DEGREE OF A. B.

Allen, Clarence Eugene	Griffin, Ransom L.
Arnold, John Fisk	Hunt, Mae Belle
Bacon, Frank Augustus	Moulton, Forest Ray
Camburn, Arthur Thomas	Newman, Ralph
Cogshall, Grace Augusta	Osborn, Helen Elinora
Cramton, Burton Allen	Siddall, Adelaide
Ford, Seldon Brant	Sloate, Ella May

DEGREE OF PH. B.

Arnold, Henry Bates	Mays, Vernon Griffith
Ford, Richard Clyde	Midzuno, Tadamaru
Funahashi, Takeshi	Mulholland, Clarence Mortimer
Garfield, Mary Harwood	Rood, Clement Eugene
Kameyama, Matsujiro	Schultz, Arthur Francis
Kimura, Keinosuke	Thrasher, Effie
Matsui, Namihachi	Way, Royal Brunson
Whalen, Grace Arabelle	

DEGREE OF B. S.

Cook, Newell
Mealley, John Edward

DEGREE OF B. L.

Phelps, William Henry
Whitman, Prentiss Emory

CONSERVATORY OF MUSIC—DIPLOMA.

PIANO.

Dickie, Clarissa	Gale, Winifreda Lee
Dowswell, Lillian Theresa	Mitchell, Lillian A.
Eddy, Myrta Louise	Pyle, Mina Beatrice
Emmons, Bertha Eugenia	Rouse, Lulu Pearl
Fielden, Jennie Augusta	Valentine, Edith Blanche

VOCAL.

Baird, Anna Belle	Gale, Chas. Blanchard
Harrington, Cora Belle	Henry, Pearl Whitcomb

SCHOOL OF PAINTING—DIPLOMA.

Bruce, Lottie Estelle

COMMERCIAL SCHOOL.

BUSINESS COURSE.

Carr, Herbert Asa	Johnson, Manley Melvurn
Church, Chandler Munson	Kellow, Richard Davey
Gill, Benson Ensign	Martyn, William Edward
Gill, William Gibson	Narrin, Will
Goodrich, Rollo Ernest	Sachse, Walter Theodore
	Young, Archer Lee

SHORTHAND COURSE.

Baird, Anna Belle	Munroe, Julia Kelsey
BeGole, Lizzie Alice	Robinson, Jettie Emma
Carr, Jennie Belle	Selway, Blanche
Crane, Winnifred May	Sheldon, Ada Caroline
Husted, Edythe Mae	Stimson, Matie

**STUDENTS IN COLLEGE OF LIBERAL
ARTS.**

GRADUATES, IN RESIDENCE, STUDYING FOR MASTER'S DEGREE.

Engle, Wilber Dwight.....	Harbor Springs
Jacobs, Charles Sherman.....	Albion
Noyes, Edmund S.....	Evanston, Ill.

GRADUATES STUDYING IN ABSENTIA FOR MASTER'S DEGREE.

Downing, Elliott R.....	Beloit, Wis.
Floody, Robert J.....	Pennfield
Glenn, Carrie Bruce.....	Marquette
Hull, Warren Charles.....	Albion
Kulp, Esther R.....	Battle Creek
Loomis, Merrit F.....	Shelton, Neb.
Mattice, Asa E.....	Spring Arbor
Pierce, Dollie G.....	Utica
Welch, Mary D.....	Schoolcraft
Weyant, Fred N.....	Tigris
Wolfe, Henry Eli.....	Saginaw
Wright, Lizzie M.....	Clio

SENIORS.

NAME.	COURSE.	RESIDENCE.
Allen, Clarence E.....	Cl.....	Detroit
Arnold, Henry B.....	L. S.....	Marshall
Arnold, John F.....	Cl.....	Albion
Bacon, Frank A.....	Cl.....	Paw Paw
Camburn, Arthur T.....	Cl.....	Adrian
Cogshall, Grace A.....	Cl.....	Grand Rapids
Cook, Newell.....	Sc.....	Hanover
Cramton, Burton A.....	Cl.....	Hadley
Ferguson, George B.....	Sc.....	Albion
Ford, R. Clyde.....	L. S.....	Litchfield
Ford, Seldon B.....	Cl.....	Walworth, N. Y.
Funahashi, Takeshi.....	L. S.....	Tokyo, Japan
Garfield, Mary H.....	L. S.....	Albion
Griffin, Ransom L.....	Cl.....	Wilton Centre, Ill.
Hunt, May B.....	Cl.....	Albion
Kameyama, Matsujiro.....	L. S.....	Tokyo, Japan
Kimura, Keinosuke.....	L. S.....	Tokyo, Japan
Matsui, Namihachi.....	L. S.....	Tokyo, Japan
Mays, Vernon G.....	L. S.....	Albion
Mealley, John E.....	Sc.....	Albion
Midzuno, Tadamaru.....	L. S.....	Tokyo, Japan
Moulton, Forest R.....	Cl.....	LeRoy
Mulholland, Clarence M....	L. S.....	Mt. Clemens
Newman, Ralph.....	Cl.....	Jackson
Osborn, Helen E.....	Cl.....	Concord

Phelps, William H.....	L.....	Kalamazoo
Rood, Clement E.....	L. S.....	North Adams
Schultz, Arthur F.....	L. S.....	Lansing
Siddall, Adelaide.....	Cl.....	Plainwell
Sloate, Ella M.....	Cl.....	Albion
Thrasher, Effie.....	L. S.....	Albion
Way, Royal B.....	L. S.....	Elsie
Whalen, Grace A.....	L. S.....	Albion
Whitman, Prentiss E.....	L.....	Traverse City

Cl.—Classical. L. S.—Latin Scientific. G. S.—Greek Scientific. Sc.—Scientific.
L.—Letters.

JUNIORS.

NAME.	COURSE.	RESIDENCE.
Allen, Eugene C.....	L. S.....	Albion
Allen, JaNette B.....	L.....	Albion
Atherton, Lewis O.....	Sc.....	Ovid
Buck, William B.....	Cl.....	Kalamazoo
Cannon, Mabel.....	Sc.....	Deerfield
Coffin, Eugene A.....	Cl.....	Albion
Cogshall, Wilbur A.....	Sc.....	Grand Rapids
Cook, Darwin H.....	Sc.....	Hanover
Cushman, Harry D.....	Sc.....	Three Rivers
Cushman, Herbert W.....	Sc.....	Three Rivers
Deal, Clarence E.....	Cl.....	Kalamazoo
Dean, George E.....	L.....	Albion
Dickerson, Lillian B.....	L. S.....	Howell
Dunning, E. Clarence.....	Cl.....	Albion
Greer, Ethel May.....	L. S.....	Northville
Hamilton, Amanda J.....	L. S.....	East Tawas
Hiscock, Charles O.....	Sc.....	Chicago, Ill.
Hull, E. Sidney.....	Sc.....	Albion
Johns, A. Raymond (U. Pl.).....	L. S.....	Lake Linden
Lee, David R. (U. Pl.).....	Cl.....	Claybank
Maywood, Ames A.....	Cl.....	South Lyon
McPherson, Charles.....	L. S.....	Eckford
Millard, Hattie E.....	L.....	Lapeer
Mount, John L.....	L. S.....	Norvell
Perrin, C. Hollister.....	L.....	Vassar
Phelps, Mary.....	L.....	Pontiac
Potter, Louis M.....	Sc.....	Leslie

Proctor, Clara L.....	Sc.....	Wallace, Ill.
Purdue, Henry J.....	Sc.....	Detroit
Rowe, Mabel A.....	L.....	Mason
Simmons, Edna M.....	L. S.....	Marshall
Smith, Charles E.....	L. S.....	North Adams
Taylor, Ralph W.....	Cl.....	Albion
Toner, Bessie.....	L. S.....	Albion
Valentine, Charles S.....	G. S.....	Litchfield

SOPHOMORES.

NAME.	COURSE.	RESIDENCE.
Allen, Martha.....	L.....	Pontiac
Allen, Maude.....	L.....	Albion
Armstrong, Grace E.....	L. S.....	St. Joseph
Ball, Rosa.....	Sc.....	Albion
Beal, Alice S.....	Cl.....	Northville
Blake, Frank A.....	L. S.....	Flint
Boys, Samuel E.....	Cl.....	Grenola, Kas.
Bruce, Lottie E.....	L.....	Albion
Burnham, Ernest.....	L. S.....	Climax
Clancy, Lora M.....	Cl.....	Albion
Clarke, Kittie A.....	L. S.....	Albion
Clemo, Thomas F.....	Cl.....	Escanaba
Cooper Adrian F.....	Cl.....	Albion
Crane, Winnifred.....	L.....	Albion
Cross, Theodore D.....	L. S.....	Petoskey
Douglas, George B.....	L.....	Traverse City
Durfee, Emile E.....	L. S.....	Three Rivers
Eddy, Harriet.....	Cl.....	Albion
Fast, Z. Elouise.....	L. S.....	Mendon
Fenn, Charles H.....	Cl.....	Lapeer
Field, James B.....	Sc.....	Albion
Field, S. Pearl.....	Sc.....	Albion
Fulkerson, William N.....	L. S.....	Whitehall
Gibson, William A.....	L.....	Raisinville
Goodyear, DeMont.....	G. S.....	Swartz Creek
Groff, Nellie F.....	L.....	Albion
Gulick, Claire W.....	Cl.....	Albion
Heys, Mabel.....	L.....	Albion
Hopkins, B. S.....	Cl.....	Owosso

Johnson, William A.....	Cl.....	Mancelona
Kendrick, William F.....	Cl.....	Albion
Klopch, Emil.....	L.....	Mich. City, Ind.
Leeson, Henry A.....	L. S.....	Manchester
Ludlow, Stephen H.....	Sc.....	Parma
McDonald, James D.....	Cl.....	Pickford
Meador, Robert E.....	G. S.....	Otsego
Parmater, Vieve S.....	L. S.....	Gaylord
Perine, Roy E.....	Cl.....	Albion
Perkins, Bessie.....	L.....	Norway
Poppoff, Minco D.....	Cl.....	Albion
Potter, Milton C.....	L. S.....	Mancelona
Seelye, McKendree T.....	Cl.....	Ann Arbor
Shipp, Frank J.....	L. S.....	Marshall
Simmons, Arthur W.....	Cl.....	Duplain
Smith, L. Claire.....	L.....	Albion
Smith, Gerard T.....	L. S.....	Ludington
Smith, Mabel.....	L.....	Albion
Smith, Robert C. P.....	L.....	Ontario, Cal.
Stokoe, Fred O.....	L. S.....	Middleville
Tamama, Thomas I.....	Cl.....	Nagasaki, Japan
Thayer, Eugene.....	Cl.....	Owosso
Tuthill, Cap'n B. C.....	Sc.....	Bellevue
Valentine, Edith B.....	L.....	Three Oaks
VanZolenburg, Minnie.....	L.....	Petoskey
Vunk, Cora M.....	L. S.....	Maple
Walker, J. Frank.....	Cl.....	Meade
White, Leland M.....	L. S.....	Lacota
Wilder, George P.....	L. S.....	Albion
Wilkerson, DeWitt C.....	L. S.....	Dundee
Williams, Fitch R.....	Cl.....	Elk Rapids

FRESHMEN.

NAME.	COURSE.	RESIDENCE.
Aldrich, Cora E.....	L. S.....	Okemos
Aldrich, Lottie.....	L. S.....	Okemos
Alger, Lewis B.....	L. S.....	St. Joseph
Austin, Mary H.....	L. S.....	Albion
Balگوoyen, Albert.....	G. S.....	Grand Haven
Barber, Maude M.....	Sc.....	Mason
Bascom, Arza W.....	L.....	Albion

Bascom, Charles Edwin	L	Albion
Bornor, Ida May	Sc	Concord
Boss, Hattie E	L	Caro
Brockway, P. Bruce	Sc	VanWert, O.
Brown, Lyman S	Sc	Hudson
Buck, Fritz J	Cl	Spokane, Wash.
Burnett, Walter E	Sc	Tecumseh
Chamberlain, James B	Sc	Decatur
Church, Hamilton H	Sc	Oakland, Cal.
Clark, Belle A	L	Williston, Vt.
Clark, Nial V	Sc	Plymouth
Clemo, Arthur W	Sc	Escanaba
Collins, Mabel R	L. S.	Bay City
Colvin, Hiram C	L	Four Towns
Cooper, Maude L	Cl	St. Joseph
Davis, Harriet D	L. S.	Albion
Davis, Helen A	Cl	Albion
Dean, Jesse B	L. S.	Parma
Dickie, Clarissa	L	Albion
Dunning, Phena M	Cl	Albion
Dunster, Frank E	Cl	Bad Axe
Edmonds, Fred J	Sc	Leslie
Elder, Mary	L. S.	Kalamazoo
Elmer, Walter I	L	Hawsville
Estes, Arthur	L	Mendon
Fairchild, Gertrude	L. S.	Three Rivers
Faxon, Gertrude E	Sc	Owosso
Ferguson, Fred R	L. S.	Ovid
Field, Howard A	Cl	Bonney
Gall, Charles H	Cl	Medina, N. Y.
Greene, Vinnie R	L	Albion
Grove, Leroy J	L. S.	Ovid
Hallenbeck, Maud	L	Charlevoix
Hamilton, James P	Cl	Grand Rapids
Hanson, Willis E	L. S.	Jackson
Harrow, Herbert S	Sc	Algonac
Hodgkins, May I	L. S.	Grand Rapids
Howe, Harry L	L	Albion
Hungerford, Hattie E	Cl	Albion
Jackson, Mabel M	L	Milford
Kelly, William A	L. S.	Albion

Kirk June E.....	L.....	Albion
Kirtland, Richmond.....	Sc.....	Howell
Kulp, Frank A.....	Cl.....	Battle Creek
Lee, Amy B.....	L.....	Grand Ledge
Leighton, Pearl M.....	L. S.....	Otsego
Lovejoy, Hattie A.....	L.....	Albion
MacCormick, Jennie.....	L. S.....	Marengo
Mack, Harriette B.....	L. S.....	Albion
Marsh, Belle.....	Cl.....	Albion
Mays, Cora D.....	Cl.....	Albion
McCutcheon, Neleus.....	Cl.....	Saginaw, E. S.
McPherson, Belle.....	Sc.....	Eckford
Miller, Glenn E.....	Sc.....	Parma
Miner, Frank N.....	Cl.....	Portland
Morehouse, Carl W.....	L. S.....	Albion
Mowry, John.....	Cl.....	Athens
Nye, Fannie A.....	Cl.....	Galesburg
Orwick, Charles P.....	Sc.....	Jackson
Ott, Anna G.....	L.....	Albion
Paine, Henry L.....	L. S.....	Steubenville, O.
Potter, Bertha L.....	L. S.....	Ovid
Powell, Josie P.....	Cl.....	Marquette
Prestidge, Wm. J.....	L.....	Sturgis
Reed, Roy F.....	Cl.....	White Pigeon
Rich, Charlotte.....	L. S.....	Pontiac
Roberts, Albert J.....	Cl.....	Central Mine
Roudenbush, Frank.....	L. S.....	Albion
Sayles, Sydney E.....	Sc.....	Evart
Scofield, Elva M.....	L. S.....	Leslie
Schofield, Leila B.....	L.....	Lansing
Seaman, Dana A.....	L.....	Casnovia
Smith, W. Merle.....	Sc.....	Albion
Snowden, Albert A.....	L. S.....	Sand Beach
Spencer, Deane S.....	L.....	Spring Arbor
Start, Harry A.....	L. S.....	Riverton
Steele, Edgar A.....	Sc.....	Albion
Stimson, Glenn C.....	L.....	Parma
Todd, Arthur L.....	Sc.....	Spring Arbor
Tullar, Edgar C.....	Cl.....	Waterbury, Conn.
VanSlyke, Ida J.....	Sc.....	Mason
Vincent, Maude M.....	Cl.....	Three Oaks

Whitney, Herbert C.....L. S.....Mayville
 Woods, Josephine E.....L. S.....West Branch
 Woodworth, Leo D.....Cl.....Hudson

SUB-COLLEGIATE DEPARTMENT.

STUDENTS PURSUING FOREIGN LANGUAGE COURSES.

NAME.	RESIDENCE.
Alger, George L.....	Albion
Anderson, John A.....	Tekonsha
Avann, George H.....	Albion
Bacon, Jessie W.....	Paw Paw
Ball, W. D.....	Albion
Banks, Walter G.....	Albion
Barclay, Myrtie.....	Rice Creek
Barry, Emma A.....	Sheridan
Barry, George A.....	Sheridan
Barry, J. Eugene.....	Sheridan
Beal, Harold M.....	Albion
Beebe, Rodney A.....	St. Johns
Bennett, Josiah V.....	Benton Harbor
Bird, Eddy T.....	Romulus
Black, Elmer J.....	Pittsford
Boys, Charles E.....	Grenola, Kansas
Brown, Eudora.....	Springport
Brown, Ruth M.....	Springport
Bullock, Motier C.....	Hadley
Burnham, Philip S.....	Climax
Campbell, Colin P.....	Albion
Caster, Mary T.....	Vernon
Clancy, M. Addie.....	Albion
Clancy, Bennett A.....	Albion
*Clarke, Ben.....	Albion
Clark, N. Irene.....	Albion
Coffin, Alice B.....	Deerfield
Coffin, Charles A.....	Deerfield
Cook, George E.....	Elgin, Ill.
Cook, Reula G.....	Flint
Culver, Allen M.....	Albion

*Deceased.

Dickey, Claude B.....	Albion
Dixon, Zou.....	Springport
Dixon, Maggie H.....	Springport
Dowswell, Grace M.....	Algonac
Edmunds, Arthur M.....	Banfield
Edmunds, Nellie M.....	Banfield
Ellis, Metta S.....	Albion
Ely, Charles E.....	Albion
Fall, Frank.....	Albion
Foster, Julia.....	LaPorte, Ind.
Fox, G. Roy.....	Bay City
Foy, J. Wesley.....	Eden
Freeman, Mark S.....	Albion
Frost, H. Belle.....	Albion
Gale, Maybelle E.....	Lansing
Gardner, Carlton C.....	Albion
Garlick, Leda M.....	Albion
Gill B. Ensign.....	Pauri, India
Gillam, Harriet.....	Lansing
Goodrich, John C.....	Fredonia
Goss, Arnold H.....	Gaines
Greene, George S.....	Marshall
Grierson, Annie.....	Hartford, Conn.
Gums, John F.....	Montague
Haidle, Charles J.....	Deerfield
Halliday, Alice E.....	Clinton
Henne, Anton M.....	Sheboygan, Wis.
Horton, Carlton.....	Albion
Horton, Robert.....	Albion
Hubbard, Myrtle M.....	Albion
Hughes, E. E.....	Albion
Hungerford, Perry R.....	Albion
Ingalsbe, Orson.....	Otsego
Jacobs, Carlton.....	Albion
Jones, Horace R.....	Missoula, Mont.
Jordan, Grace D.....	Albion
Joy, M. Grace.....	Springport
Keinath, George.....	Deerfield
Kendrick, W. Scott.....	Albion
Kimmer, F. A.....	Albion
Kishpaugh, Wm. A.....	Seymour Lake

Klopsch, Clara.....	Mich. City, Ind.
Knickerbocker, Harry.....	Mt. Morris
Kramer, Minnie.....	Mondovi, Wis.
Kyes, David H.....	Albion
Loudon, Sylvester.....	Ludington
Manning, Lewis H.....	Chippewa Lake
Martin, John J.....	England
Martin, Thos. H.....	England
Marvin, W. E.....	Hartland
Maynard, Matie E.....	Marshall
McAndrews, L. G.....	Albion
McCormick, Peter F.....	Mt. Pleasant
McDiarmid, Estelle.....	Lowell
McDiarmid, W. Leroy.....	Lowell
McKenzie, Chas. F.....	Banfield
McKinley, Matie B.....	Clare
McLeod, Will N.....	Shelby
Mealley, Annie E.....	Albion
Moody, Will C.....	Shelby
Morrison, William.....	Singhampton
Mount, Fairy W.....	Albion
Moyer, Owen.....	Buffalo, N. Y.
Mullholland, Frank.....	Mt. Clemens
Mullens, Matthew..	Fremont
Narrin, John.....	Ortonville
Nilsson, John W.....	Liberty
O'Hara, May.....	Albion
Osborne, James.....	Albion
Osmund, Jessie L.....	Moretons Hr., N. F. L.
Palmer, Abbie S.....	Albion
Phillips, Hildreth G.....	Grand Rapids
Pratt, Eva L.....	Tekonsha
Pratt, M. Belle.....	Tekonsha
Proctor, Ralph B.....	Wallace, Ill.
Quick, James B.....	Opechee
Raper, Kate R.....	Detroit
Reimer, George.....	Johnstown
Reynolds, Hardie L.....	Fennville
Robinson, Wm. A.....	Lansing
Rodgers, Jinks S.....	Summerville
Roether, Henry E.....	Albion

Rogers, W. Winifred.....	Albion
Rowley, Mamie.....	Shelby
Scott, Ernest H.....	Richfield
Selway, Blanche.....	Dillon, Mont.
Shipp, W. Samuel.....	Marshall
Simmonds, John U.....	Roseburg
Snide, James G.....	Ceresco
Snowden, William J.....	Helena
Steward, Olin E.....	Santa Anna, Cal.
Steward, Cassie M.....	Albion
Stiles, Frank A.....	Lowell
Stirtan, A. M.....	Huron
Suydam, Lee A.....	Mattawan
Taylor, Hollis P..	Clinton
Tefft, Bessie A.....	Albion
Tuttle, Frances M.....	Albion
VanAlstine, Rufus W.....	Bay City
Vanderfield, Anthony.....	Grand Rapids
Wheaton, J. Grant.....	Albion
Wheeler, Oscar B.....	Mattawan
White, James O.....	West Bay City
White, Robert I.....	Lowell
Willison, Nelson.....	Hickory Corners
Wixom, Anna L.....	Wixom
Wolfe, May E.....	Ortonville
Woodworth, Ora.....	Hudson
Young, Archer Lee.....	Albion
Zimmerman, Merrill.....	Albion

**STUDENTS PURSUING COURSES WHICH DO NOT INCLUDE
THE FOREIGN LANGUAGES.**

Ackley, Grace Mae.....	Albion
Andrews, Ella M.....	Albion
Bell, Jr., George H.....	Brooklyn, N. Y.
Boonstra, Dirk F.....	Zeeland
Boughton, Rena.....	Marengo
Bradley, Bertha.....	Eckford
*Brown, Wesley.....	Springport
Canniff, Lena T.....	Hudson
Carman, Albert E.....	West Windsor

*Deceased.

Carman, Emma B.....	West Windsor
Carman, Nellie.....	West Windsor
Chapin, H. C.....	Bay City
Clark, Will H.....	Lowell
Duncan, Victor E.....	Grand Rapids
Fairbank, Alice E.....	Albion
Fairbank, George K.....	Albion
Finch, Edgar.....	Albion
Foot, Carson.....	Dryden
Gibson, F. M.....	Lake Side
Haring, Elton.....	Albion
Hartson, Addie.....	Eaton Rapids
Hastings, Jennie.....	Jackson
Hauser, W. L.....	Watson
Holtzlander, Lulu M.....	Swartz Creek
Jamieson, John.....	Missoula, Mont.
Johnson, Manley.....	LeRoy
Kellow, R. D.....	Ishpeming
Lamphere, George N.....	Marengo
Latham, Everett B.....	Detroit
Martyn, W. E.....	Ishpeming
McArthur, Bertha.....	Clarksville
McDonald, Margaret.....	Pickford
Minty, Will A.....	South Boston
Sachse, Walter T.....	Fredonia
Seaman, Mrs. D.....	Casnovia
Sedgwick, Varney L.....	Albion
Snyder, Carrie.....	Albion
VanSickle, Elmer.....	Marshall
Walker, Quinton.....	Albion
Whitbeck, Flora E.....	Battle Creek
Wyatt, Richard.....	Opechee

STUDENTS IN CONSERVATORY OF MUSIC.

PIANO.

POST GRADUATES.

Allen, JaNette.....	Albion
Kiefer, Myrtie E.....	Homer
Robertson, Mrs. Wilbur.....	Albion

UNDER-GRADUATES.

GRADE VII.

Dickie, Clarissa.....	Albion
Dowswell, Lillian T.....	Algonac
Eddy, Myrta L.....	Albion
Emmons, Bertha E.....	Albion
Fielden, Jennie A.....	Milford
Gale, Winifreda Lee.....	Albion
Mitchell, Lillian A.....	Negaunee
Pyle, Mina B.....	Burr Oak
Rouse, Lulu P.....	Albion
Valentine, Edith B.....	Three Oaks

GRADE VI.

Bryant, Blanche.....	Jackson
Caldwell, M. Mabel.....	Albion
Clark, N. Irene.....	Albion
Cookingham, Mary E.....	Jackson
Cotten, Ollie M.....	Albion
Dickey, Nellie.....	Albion
Dissette, Fannie T.....	Albion
Fairchild, Gertrude.....	Three Rivers
Fenn, Mary Caroline.....	Lapeer
Goss, Nellie B.....	Morrice
Groff, Nellie F.....	Albion
Lane, Louise.....	Homer
Matson, Mabel.....	Pleasant Lake, Ind.
Paddock, Pearl.....	Jackson
Potter, Bertha L.....	Ovid
Ring, Pearl.....	St. Johns
Snyder, Carrie A.....	Albion
Stevens, Adell.....	Parma

Thomas, Bertha A.....	St. Johns
Woodhams, Florence.....	Plainwell
Welch, Winifred E.....	Homer
Wortley, Maud M.....	Chelsea

GRADE V.

Aldrich, Lillian.....	Homer
Allen, Alta M.....	Albion
Andrews, Ella M.....	Albion
Clark, Lulu.....	Albion
Cole, Margaret L.....	Albion
Fast, Z. Elouise.....	Mendon
Garlick, Leda Mae.....	Albion
Grocock, James S.....	Menominee
Hallenbeck, Maud.....	Charlevoix
Handy, Alida.....	Bay City
Knauss, Nettie B.....	Three Rivers
Knickerbocker, Mrs. Will.....	Albion
Mitchell, Jennie.....	Jackson
Purdy, Thirza Nellie.....	Fowlerville
Reiley, Adale.....	Marshall
Roodie, Katharine.....	Albion
VanSlyke, Ida Josephine.....	Mason
Wixom, Anna L.....	Wixom

GRADE IV.

Baird, Belle.....	Holly
Ball, Cora.....	Albion
Carr, Jennie.....	Albion
Clark, Belle A.....	Williston, Vt.
Fleming, Grace E.....	Dowagiac
Gale, Maybelle E.....	Lansing
Gillett, Estella Laura.....	Owosso
Harrington, Cora B.....	Spring Arbor
Jacobs, Edith.....	Albion
Palmer, Julia W.....	Albion
Phillips, Bula.....	Jackson
Pickett, Emma.....	Leslie
Rowe, Mabel A.....	Mason
Saunders, Carrie.....	Union City
Smith, L. Clare.....	Albion

Smith, Mabel E.....	Albion
Tefft, Bessie A.....	Albion
Woodworth, Ora V.....	Hudson

GRADE III.

Bender, Abbie.....	Eaton Rapids
Campbell, Mattie F.....	Parma
Clack, Tharel.....	Albion
Coykendall, Minnie.....	Albion
Densmore, Fannie.....	Albion
Edmunds, Nellie M.....	Banfield
Gibson, Franc M.....	Lake Side
Halladay, Alice.....	Clinton
Herrick, M. Belle.....	Albion
James, Lillie M.....	Calumet
Klopsch, Clara F.....	Mich. City, Ind.
Klopsch, Emil.....	Mich. City, Ind.
Moore, Fannie.....	Hanover
Monroe, Marian.....	Albion
Perkins, Bessie.....	Norway
Pullman, Pearl.....	Holland
Ritchie, James.....	Albion
Varney, Elsie.....	Albion
Weiderwax, Maude.....	Albion

GRADE II.

Abel, Minnie.....	Albion
Bowles, Eva.....	Albion
Dalrymple, Hattie.....	Albion
Glascoff, Hattie.....	Albion
Greeley, Gertrude.....	Albion
Jacobs, Stella.....	Albion
Lohr, Nora.....	Albion
Ludlow, Ruth.....	Albion
Peck, Iva.....	Jackson
Whitbeck, Flora E.....	Battle Creek
Willis, Orpha.....	Onondaga
Young, Archer L.....	Albion

GRADE I.

DIVISION I.

Blanchard, Jessie.....	Albion
Bolster, Edith.....	Albion

Goodnow, Mattie.....	Albion
Jackson, Mabel M.....	Milford
McDonald, Margaret.....	Pickford
Mosher, Margaret.....	Albion
Robertson, Mamie.....	Albion
Wisner, Marian.....	Albion

DIVISION II.

Davis, Harriet D.....	Albion
Fall, Frank.....	Albion
Goodnow, Georgia.....	Albion

NOT CLASSIFIED.

Caster, Mary T.....	Vernon
Chapel, Dora.....	Parma
Gale, Albert A.....	Albion
Hall, Rena.....	Albion
Hicks, Laile M.....	Lexington
Hoaglin, Mrs. F. F.....	Albion
Holtzlander, Lulu.....	Swartz Creek
Landon, Louis.....	Springport
Lee, Amy B.....	Grand Ledge
Lemm, Alta.....	Grass Lake
Miner, Mary.....	Albion
Narrin, Will.....	Ortonville
Perrine, Edith L.....	Valley City, N. Dak.
Rogers, Effie.....	Albion
Sanders, Nellie.....	Leslie
Shank, Lee.....	Albion
Smith, Jessie.....	Albion
Stoepel, Mrs. H. R.....	Albion

PIPE ORGAN.

Grocock, James S.....	Menominee
Handy, Alida.....	Bay City
Klopsch, Emil.....	Mich. City, Ind.
Parker, Josephine L.....	DePere, Wis.

REED ORGAN.

Barden, Eva.....	South Haven
Faus, Mattie.....	Centerville

VIOLIN.

GRADE III.

Smith, L. Clare.....	Albion
Smith, Mabel E.....	Albion

GRADE II.**DIVISION A.**

Clark, Lulu.....Albion
 Dickey, Nellie.....Albion

DIVISION B.

Cotton, Roger C.....Albion
 Gemberling, Adelaide.....Albion

GRADE I.**DIVISION A.**

Whitney, Herbert C.....Mayville

DIVISION B.

Fisher, Branch.....Leslie
 McKinley, Matie B.....Clare
 Miner, Frank N.....Portland
 Whitbourne, Emma R.....Eaton Rapids

GUITAR.

Faus, Mattie.....Centerville

CORNET.

Cookingham, Mary E.....Jackson
 Dean, George E.....Albion
 Hallenbeck, Maud.....Charlevoix
 Hungerford, Perry.....Albion
 Knickerbocker, E. Lloyd.....Albion
 Paddock, Bernard.....Albion
 Woodworth, Leo D.....Hudson

PUBLIC SCHOOL MUSIC.

Allen, Lottie.....Albion
 Allen, Martha.....Pontiac
 Braden, Grace.....Albion
 Gale, Maybelle E.....Lansing
 Mays, Hattie.....Albion
 Schofield, Leila.....Lansing

VOICE.

Abel, Minnie A.....Bath
 Allen, Maude.....Albion
 Babcock, Rena M.....Albion
 Baird, Belle.....Holly
 Barber, Maude Marie.....Mason
 Baum, Lina Belle.....Albion

Baum, Nellie Irene.....	Albion
Bliss, Cora Barton.....	Saginaw
Boss, Hattie E.....	Caro
Caldwell, M. Mabel.....	Albion
Camburn, Arthur T.....	Adrian
Catton, Fannie.....	Constantine
Clancy, Allora M.....	Albion
Clark, Belle A.....	Williston, Vt.
Clark, Lulu.....	Albion
Cole, Lulu.....	Albion
Cole, Margaret L.....	Albion
Collins, Mabel R.....	Bay City
Canniff, Lena T.....	Hudson
Constantine, Belle C.....	Constantine
Cook, George E.....	Elgin, Ill.
Cookingham, Mary E.....	Jackson
Cooper, Maude L.....	St. Joseph
Dowswell, Grace M.....	Algonac
Dowswell, Lillian T.....	Algonac
Edmunds, Arthur M.....	Banfield
Edmunds, Nellie M.....	Banfield
Faxon, Gertrude.....	Owosso
Fenn, Mary Caroline.....	Lapeer
Fielden, Jennie A.....	Milford
Fleming, Grace E.....	Dowagiac
Foot, Carson.....	Dryden
Gale, Chas. Blanchard.....	Albion
Gale, Maybelle E.....	Lansing
Gale, Winifreda Lee.....	Albion
Gilbert, Jennie.....	Jackson
Gillett, Estella Laura.....	Owosso
Goodrich, Rollo E.....	Homer
Goss, Nellie B.....	Morrice
Harrington, Cora Belle.....	Spring Arbor
Henry, Pearl Mae.....	Ironton, Ohio
Hubbard, Edith.....	Albion
Kirtland, Richmond H.....	Howell
Knickerbocker, Mrs. Chas.....	Albion
Kramer, Minnie.....	Mondovi, Wis.
McDiarmid, Estella.....	Lowell
McDiarmid, W. LeRoy.....	Lowell

Mays, Hattie.....	Albion
Miller, Georgia Evelyn.....	Huntington, W. Va.
Osborn, James.....	Albion
Osmund, Jessie L.....	Moretons Hr., N. F. L.
Paine, Henry L.....	Steubenville, O.
Parker, Josephine L.....	DePere, Wis.
Perrine, Edith L.....	Valley City, N. Dak.
Peters, Nellie M.....	Albion
Picket, Emma.....	Leslie
Potter, Bertha L.....	Ovid
Pratt, Eva L.....	Tekonsha
Pratt, M. Belle.....	Tekonsha
Pyle, Mina P.....	Burr Oak
Rouse, J. Leora.....	Albion
Scofield, Leila.....	Lansing
Smith, R. C. P.....	Ontario, Cal.
Smith, W. Merle.....	Albion
Start, Harry A.....	Riverton
Stevens, Adele.....	Albion
Stirtan, A. M.....	Huron
Thayer, Eugene B.....	Owosso
Thomas, Bertha A.....	St. Johns
Todd, Lola.....	San Francisco, Cal.
VanZolenburg, Minnie.....	Petoskey
Wagner, Dora.....	Albion
Ward, Rose A.....	Beaufort, S. C.
Whitbeck, Flora E.....	Battle Creek
Whitcomb, Jean.....	Albion
Worthington, Jennie A.....	Albion

STUDENTS IN PAINTING.

POST GRADUATES.

Gale, Gertrude.....	Albion
Galloway, Jennie.....	Dundee
Moore, Susan E. P.....	St. Louis, Mo.

UNDER-GRADUATES.

Allen, Ja Nette.....	Albion
Allen, Martha.....	Birmingham

Bissell, Bertha.....	Albion
Bruce, Lottie E.	Albion
Caldwell, Mabel M.....	Albion
Dickie, Ada.....	Albion
Dowswell, Grace.....	Algonac
Faxon, Gertrude.....	Owosso
Gulick, Lillian.....	Albion
Gillam, Harriet.....	Lansing
Glenn, Carrie Bruce.....	Marquette
Hunt, Linn.....	Albion
Hamilton, Walter.....	Grand Rapids
Hartson, Addie.....	Eaton Rapids
Hicks, Laila.....	Lexington
Lusk, Lillian.....	Eckford
Lester Gladys.....	Marine City
McPherson, Margaret.....	Eckford
Mitchell, Lillian.....	Negaunee
Miller, Evelyn.....	Huntington, W. Va.
Ott, Anna.....	Albion
Peck, Iva.....	Jackson
Perrin, James.....	Saginaw
Pratt, Eva.....	Tekonsha
Rich, Lottie.....	Albion
Risdon, Mary.....	Albion
Rhead, May.....	Eaton Rapids
Randolph, Nancy.....	Marshall
Starks, Blanche.....	Albion
Sanders, Luella.....	Eckford
Smead, Addie C.....	Jackson
Seaman, Ida.....	Casnovia
Woodhams, Florence.....	Plainwell
Woodworth, Ella.....	Hudson

DECORATIVE PAINTING.

Allen, Ja Nette.....	Albion
Bissell, Bertha.....	Albion
Brown, Mrs. J. G.....	Albion
Bliss, Cora Barton.....	Saginaw

Cooley, Mrs. Willson.....	Albion
Clark, Belle A.....	Williston, Vt.
Dearing, Mrs. Palmer.....	Albion
Dowswell, Grace.....	Algonac
Fox, Mabel.....	Albion
Gale, Mrs. Harry.....	Albion
Gale, Mrs. Horatio.....	Albion
Hoaglin, Mrs. Frederick.....	Albion
Hicks, Leila.....	Lexington
Kessler, Mrs. W.....	Albion
Knickerbocker, Mrs. W. B.....	Albion
Lester, Hattie.....	Albion
Lester, Gladys.....	Marine City
Potter, Bertha.....	Ovid
Perkins, Bessie.....	Norway
Robertson, Mrs. Eugene.....	Albion
Rodgers, Mary.....	Springport
Rhead, May.....	Eaton Rapids
Smead, Mrs. A. C.....	Jackson

STUDENTS IN COMMERCIAL SCHOOL.

BUSINESS DEPARTMENT.

Alger, George L.....	Albion
Ackley, Grace.....	Albion
Barnard, Mrs. Laura L.....	Albion
Ball, William D.....	Albion
Boughton, Rena.....	Albion
Boonstra, Dirk.....	Zeeland
Brown, Wesley.....	Springport
BeGole, Lizzie.....	Jackson
Boyer, Mona.....	Nettle Lake, Ohio
Church, Chandler M.....	Albion
Clay, Frank G.....	Albion
Carr, Jennie.....	Albion
Carr, Herbert A.....	Montague
Chapin, H. C.....	Bay City

Clark, Will H.....	Lowell
Dean, Geo. E.....	Albion
Davis, Nathan.....	Albion
Ely Charles.....	Albion
Dunster, F. E.....	Bad Axe
Fairbanks, Alice.....	Morice
Foote, Carson.....	Dryden
Fisher, Branch.....	Leslie
Gunnison, Gardie.....	Homer
Gill, B. Ensign.....	Pauri, India
Gill, William G.....	Pauri, India
Grimore, H. C.....	Angus
Goodrich, Rollo E.....	Homer
Gilbert, Jennie.....	Jackson
Gillespie, J. W.....	Albion
Gardner, Carleton.....	Albion
Hall, Reuben J.....	Albion
Hamilton, Walter A.....	Grand Rapids
Hubbard, Edd.....	Albion
Hastings, Jennie.....	Jackson
Johnson, Manley M.....	LeRoy
Kyes, C. C.....	Albion
Kellow, Richard D.....	Ishpeming
Knickerbocker, Harvey.....	Mt. Morris
Keinath, George.....	Deerfield
Krauss, Nettie.....	Three Rivers
Lutey, Samuel.....	Ishpeming
Loder, Grace.....	Albion
Lamphere, George N.....	Marengo
Leonard, Eugene E.....	Albion
Martyn, William E.....	Ishpeming
Mapes, Frank.....	Albion
Moorehouse, Carl.....	Albion
Martin, T. H.....	Cornwall, Eng.
Martin, J. J.....	Cornwall, Eng.
Munroe, Julia K.....	Albion
Minty, W. E.....	So. Boston
Narrin, Will.....	Ortonville
Peck, Cecil.....	Albion
Richardson, Will.....	Algonac
Robinson, Jettie E.....	Albion

Selway, Blanche.....	Dillon, Montana
Sachse, Walter T.....	Marshall
Shepard, Morrel D.....	Albion
Snyder, Carrie.....	Albion
Shipp, W. S.....	Marshall
Stimson, Matie.....	Chelsea
Sayles, S. E.....	Evart
Thayer, E. B.....	Owosso
VanAtten, O. S.....	Mt. Morris
VanSickle, Elmer L.....	Marshall
Wooten, Fred. E.....	Homer
Willison, Nelson.....	Hickory Corners
Walsh, John.....	Albion
Wheaton, Jerry.....	Albion
Young, Archer L.....	Albion

SHORTHAND AND TYPEWRITING DEPARTMENT.

Baird, Belle.....	Holly
Barnard, Mrs. Laura.....	Albion
BeGole, Lizzie.....	Jackson
Bliss, Cora.....	Saginaw
Carr, Jennie.....	Albion
Crane, Winnifred.....	Albion
Foote, Carson.....	Dryden
Ferguson, George B.....	Albion
Gilbert, Jennie.....	Jackson
Gillam, Harriett.....	Lansing
Husted, Edyth Mae.....	Albion
Kendrick, Carlotta.....	Kalamazoo
Kyes, David H.....	Albion
Loder, Grace.....	Albion
Mack, Harriette B.....	Albion
Munroe, Julia K.....	Albion
Robinson, Jettie E.....	Albion
Selway, Blanche.....	Dillon, Montana
Shepard, Flora.....	Albion
Sheldon, Ada.....	Albion
Stimson, Matie.....	Chelsea

SUMMARY OF STUDENTS.

COLLEGE OF LIBERAL ARTS.

Studying for Master's Degree	15
Seniors	34
Juniors	35
Sophomores	60
Freshmen	92—236

SUB-COLLEGIATE STUDENTS.

In Language Courses	141
In Courses Exclusive of the Languages	41—182

CONSERVATORY OF MUSIC.

Piano	131
Pipe Organ	4
Reed Organ	2
Violin	11
Guitar	1
Cornet	7
In Public School Music	6
Voice	76
Orchestral Students Unclassified	16—254

SCHOOL OF PAINTING.

General Art	37
Decorative Art	23— 60

COMMERCIAL DEPARTMENT.

Business Course	70
Shorthand and Typewriting	21— 91
	823
Deduct for recounting	194
	629
Total	

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Students in Conservatory of Music.....	112
Students in School of Painting.....	118
Students in Commercial Department.....	120
Summary of Students.....	123

373,73

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UNIV. OF MICH.

SEP 10 1900

Albion College.

- I. College of Liberal Arts.
- II. Normal Course.
[Under State Law.]
- III. Sub-Collegiate Department.
- IV. Conservatory of Music.
- V. School of Painting.
- VI. Business College.
- VII. University Extension.

Year Book, 1894-95.

Summary of Students.

College of Liberal Arts.

Studying for Master's Degree.....	19
Seniors.....	29
Juniors.....	49
Sophomores.....	65
Freshmen.....	83—245

Sub-Collegiate Students.

In Language Courses.....	125
In Courses Exclusive of the Languages.....	36—161

Conservatory of Music.

Piano.....	116
Organ.....	8
Violin.....	8
Cello.....	1
Guitar.....	14
Mandolin.....	2
Cornet.....	8
Clarinet.....	1
Flute.....	1
Voice.....	77
Public School Music.....	5
Orchestral Students Unclassified.....	17—258

School of Painting.

General Art.....	21
Decorative Art.....	19— 40

Commercial Department.

General Course.....	65
Shorthand and Typewriting.....	16— 81
	785
Deduct for recounting.....	155
	630
Total.....	

Year Book

—OF—

Albion College

—FOR—

1894-95.

Albion, Michigan.

**Published by Albion College.
1895.**

FRANK F. COLE, PRINTER, ALBION, MICH.



PRESIDENT'S RESIDENCE

11

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Calendar 1895=96.

1895.

Commencement Week.

- June 20—Commencement Reminiscence Meeting, 8 p. m.
June 21—Anniversary of College Society, 8 p. m.
June 22—Anniversary of College Society, 8 p. m.
June 22—Closing Day of Examinations.
June 23—Commencement Sunday.
June 24—Class Day.
June 25—Quinquennial of College Society, 10 a. m.
June 25—Annual Meeting of Board of Trustees, 2 p. m.
June 25—Open air Concert, 6 p. m.
June 25—Alumni Anniversary, 8 p. m.
June 26—Quinquennial of College Society, 10 a. m.
June 26—Conservatory Day—Commencement Concert, 8 p. m.
June 27—Commencement Day

Opening of the College Year.

- Sept. 24—Examination of Candidates for Admission: also
Special Examinations, 9 a. m.
Sept. 25—Enrollment Day—Commencing 9 a. m.
Sept. 26—Recitations begin—First Chapel Exercises, 9 a. m.
Nov. 18—College Day.
Dec. 11—Meeting of Board of Trustees, 2 p. m.
Dec. 20—Term closes at 12 m.

Holiday Vacation.

1896.

- Jan. 2— { Entrance and Special Examinations.
 { Enrollment Day.
Jan. 3—Recitations begin—Chapel 9 a. m.
Jan. 30—Day of Prayer for Colleges.
Mar. 25—Term Closes.

Spring Vacation.

- April 7— { Entrance and Special Examinations.
 { Enrollment Day.
April 8—Recitations begin—Chapel 9 a. m.
June 25—Commencement Day, preceded by Exercises of
Commencement Week.

Board of Trustees.

Officers.

President,
LEWIS R. FISKE.
 First Vice-President,
JOHN GRAHAM.
 Second Vice-President,
CHARLES M. RANGER.
 Treasurer,
EUGENE P. ROBERTSON.
 Secretary,
SAMUEL DICKIE.

Members.

REV. L. R. FISKE, EX-OFFICIO.

ELECTED BY DETROIT CONFERENCE.

		Term Expires.
Geo. O. Robinson,	Detroit	1895
Joseph L. Hudson,	Detroit	1895
Horace Hitchcock,	Detroit	1896
Rev. L. P. Davis,	Detroit	1896
Hon. H. M. Loud,	Oscoda	1897
Hon. A. T. Bliss,	Saginaw	1897

ELECTED BY MICHIGAN CONFERENCE.

Rev. John Graham,	Jackson	1895
Willis W. Cooper,	St Joseph	1895
*James W. Sheldon,	Albion	1896
Rev. Wilbur I. Cogshall,	Grand Rapids	1896
Hon. Geo. M. Buck,	Kalamazoo	1897
Rev. Amos M. Gould,	Coldwater	1897

ELECTED BY SOCIETY OF ALUMNI.

Charles M. Ranger,	Battle Creek	1895
Rev. E. B. Bancroft,	Adrian	1896
Samuel Dickie,	Albion	1897

Endowment Fund Committee.

W. P. Sidnam,	Kalamazoo	1895
Hon. Wm. H. Haze, M. D.,	Lansing	1898
Hon. Daniel Striker,	Hastings	1901

*Deceased.

Standing Committees for 1894-95.

EXECUTIVE COMMITTEE.

L. R. Fiske, Samuel Dickie, John Graham, C. M. Ranger.

AUDITING COMMITTEE.

L. R. Fiske, Samuel Dickie, John Graham, C. M. Ranger.

FINANCE COMMITTEE.

Samuel Dickie, Horace Hitchcock, H. M. Loud,
Geo. O. Robinson.

COMMITTEE ON FACULTY.

L. R. Fiske, Joseph L. Hudson, Willis W. Cooper,
A. M. Gould.

COURSES OF STUDY.

L. R. Fiske, L. P. Davis, E. B. Bancroft, Geo. O. Robinson.

RULES AND REGULATIONS.

L. R. Fiske, W. I. Cogshall, Geo. M. Buck.

LIBRARY AND APPARATUS.

Aaron T. Bliss, Geo. M. Buck, Joseph L. Hudson.

BUILDINGS AND GROUNDS.

L. R. Fiske, John Graham, Samuel Dickie, C. M. Ranger.

Visitors and Examiners.

ON BEHALF OF THE STATE.

Hon. H. R. Pattengill, Supt. of Public Instruction, Lansing.

APPOINTED BY DETROIT CONFERENCE.

Rev. C. T. Allen, ... Detroit.

Rev. O. J. Perrin, ... Vassar.

APPOINTED BY MICHIGAN CONFERENCE.

Rev. P. J. Maveety, ... Hillsdale.

Rev. W. P. Mosher, ... Hart.

Board of Instruction.

LEWIS R. FISKE, PRESIDENT.

CARL B. SCHEFFLER, DIRECTOR OF CONSERVATORY.

HENRIETTA A. BANCROFT, PRECEPTRESS.

WASHINGTON GARDNER, PUBLIC LECTURER.

DWIGHT B. WALDO, SECRETARY.

REV. L. R. FISKE, D. D., LL. D.,

John Owen Professor of Intellectual and Moral Philosophy.

DELOS FALL, M. S.,

David Preston Professor of Chemistry.

CARL B. SCHEFFLER,

Piano, Harmony and Counterpoint.

SAMUEL D. BARR, A. M.,

W. H. Brockway Professor of Mathematics.

ROBERT S. AVANN, A. M., Ph. D.,

Latin Language and Literature.

* FREDERICK LUTZ, A. M.,

Modern Languages.

E. JOSEPHINE CLARK, A. M.,

Teacher of Latin.

CHARLES E. BARR, A. M.,

Ezra Bostwick Professor of Astronomy and Acting Professor of Biology.

DWIGHT B. WALDO, A. M.,

Henry M. Loud Professor of History.

REV. FREDERICK S. GOODRICH; A. M.,

Greek Language and Literature.

Samuel O. Knapp Professor of Geology and Mineralogy.

WILLIAM F. OLDHAM, D. D.,

The English Bible.

HENRIETTA A. BANCROFT, A. M.,

English Language and Literature.

* Place supplied during 1894-5 by Charles G. Goodrich, A. B.

JENNIE A. WORTHINGTON.

Piano and Harmony.

FRANKLIN C. COURTER,

Drawing, Perspective and Painting.

MRS. H. W. MOSHER,

Decorative Painting.

JENNIE M. WHITCOMB,

Voice.

CHARLES L. McCLELLAN.

Principal of Commercial Department.

JOHN M. PEARSON,

Piano and Organ.

SMITH BURNHAM, Ph. B.,

Teacher of History.

CARRIE M. BOLSTER,

Piano.

WILBER D. ENGLE, A. M.,

Assistant Teacher of Chemistry.

R. CLYDE FORD, Ph. B.,

Teacher of German.

KITTIE EGGLESTON,

Violin.

MRS. W. H. SKILLMAN,

Physical Culture.

MARY PHELPS,

Art of Expression.

ETHEL J. CALKINS,

Piano.

GEORGE E. DEAN,

Cornet.

LOTTIE B. KENDRICK,

Shorthand and Typewriting.

DAVID R. LEE,

Assistant Teacher of Greek.

REV. B. S. TAYLOR, M. D.,

Librarian.

CHARLES E. BARR, A. M.,

Registrar.

Organization and Government.

In 1835 the institution was chartered as an Academy, under the corporate name of "Spring Arbor Seminary," and located at Spring Arbor. The School never opened at the above named place, and, in 1839, the State Legislature amended the charter, changing the name to "Wesleyan Seminary" and establishing it at Albion. The institution was opened for the reception of students in November, 1843.

In 1849, the charter was further amended, creating a Female College, making the corporate name of the school "Wesleyan Seminary and Female Collegiate Institute," authorizing the granting of degrees to women. In 1861, the Legislature granted full college powers, making the corporate name "Albion College," and providing that the courses of study should not be inferior to those of the University of Michigan.

The general government of the institution is vested in a Board of Trustees, consisting of sixteen persons, six elected by the Detroit Conference of the Methodist Episcopal Church, six by the Michigan Conference, and three by the Society of Alumni. With the foregoing, the President of the college is associated as a member *ex-officio*. The State appoints annually a Board of Visitors and Examiners to inspect the workings of the college, which Board makes a Report to the Superintendent of Public Instruction. Boards of Visitors are also appointed by both the Detroit and Michigan Conferences, and also by the Society of Alumni.

In the interim of meetings of the Board of Trustees a certain measure of power is vested in an Executive Committee

consisting of the officers of the Board, who are also constituted an Auditing Committee.

The immediate government of the college is in the hands of the President and Faculty. The enrollment of the student carries with it obligations to perform the work assigned, and to live up to the spirit of the institution in study and deportment. The purpose of college life should be to secure scholarship, to broaden and culture the mind, and to build up noble character.

Character of the School.

The institution is a college of Liberal Arts. It aims to lead young men and women along paths of study and knowledge, to cultivate the intellectual powers, to promote the scholarship of the individual and the intelligence of the public. It is not a theological school. There are a few elective Biblical studies, but no chair of theology. In the autumn of 1895, a chair of the English Bible will be provided, which will be in no sense Denominational. There are no theological tests and no religious exactions beyond regular attendance at chapel exercises during school days, and attendance on church on the Sabbath, giving the students their choice of place of worship. The students come from families which represent the different Protestant churches, some, indeed, from Catholic families. The college was not founded in antagonism to State schools, but to do a work for the church which, in the judgment of the originators, the State could not do; that is, to give the church more efficiency than it would otherwise possess, and also to meet an obligation to aid in the general culture of the public without reference to denominational ends. But, believing in morality, we must believe

in religion. No institution of learning will have a healthy, moral atmosphere which is not pervaded by a Christian spirit. To guard young men from the vices so common in every community, there must be a distinct religious sentiment and a positive spiritual atmosphere from which immorality is shut out, and which serves as an inspiration to pure thoughts and a correct life. But while Albion College does not teach theology, it does teach God as the Creator of all things, as a personal providence to every human being, as the author of the Bible, and who, in Christ, the Redeemer of the world, is ready to save every one who will come unto Him. While the school is not sectarian, and does not interfere with the denominational preferences of any student, and while it does not aim to make educated ministers any more than educated lawyers or physicians or business men, it does hold that God has rights in every lecture-room, that he must not be shut out from any department of instruction, and that truth can have no foundation only as it rests finally on the being and creative power of God. The authorities of the college hold that character is more than scholarship, and to be perfect the character must be Christian. The aim is to supply the world with educated Christian men and women for all the professions, for all departments of legitimate business, and for all proper relations in life.

The census has shown that usually more than two-thirds of the students are church members, nearly all religious bodies, as mentioned above, being represented here.

The atmosphere is, therefore, moral, the product of religious convictions. In connection with the college there are societies of young men and women organized for religious culture and work.

Location and Buildings.

As with many other institutions of learning, the college bears the name of the place where it is located. Albion is a thriving young city of 5,000 inhabitants, situated in Calhoun County, near the central portion of the Lower Peninsula of Michigan. It is one of the most beautiful towns in the State. The ground is rolling and picturesque, so that the view is delightful as gained from any point. It has several large manufacturing establishments which add much to the capital of the place. These are principally in the western portion, the college being in the eastern part, of the city. It is a very healthy town, depending partly on the topography of the place and partly on its unusually pure water. Its system of water works is supplied with water from artesian wells, which reach down into the rocks 100 feet from the surface. The postal facilities are equal to those of the largest cities as there is free mail delivery. Albion is on the main line of the Michigan Central Railroad, 95 miles west of Detroit. The facilities of communication are all that could be desired. The Lansing Division of the Lake Shore & Michigan Southern crosses the Central at this place, providing direct connections with the main line of the Lake Shore on the south; and at the north with the Grand Rapids Division of the Michigan Central, the Detroit, Lansing & Northern, the Grand Trunk, and other lines. The country about Albion possesses much of scenic beauty, and comprises some of the finest farming lands in the State.

The College Campus contains about twenty acres of ground, fifteen acres occupied by the buildings, and lying on

the west side of the buildings, in the direction of the business portion of the city. The ballance of the ground is on the east side of the buildings, and is principally covered by a beautiful grove. The campus is by nature a charming part of the city, and has been much improved by art.

The buildings occupy the highest portion of the grounds, some forty feet above the level of the principal business street, and are reached by a gradual ascent. They are a little less than one-half mile from the center of the city. There are three original buildings contiguous to each other, which are built of brick and stuccoed. The central one of these is 40x100 feet, and four stories high. It is devoted principally to the Conservatory of Music and the Department of Biology. One-half of the second and third stories is occupied by the Museum, and the other half by the Biological Laboratory. The other two buildings are each 46x80 feet, and three stories high. One of these is the Chapel and Library Building, which also contains the Business Office and President's Room. The other is divided up into Lecture and Recitation Rooms, containing in addition, the Halls of the two College Literary Societies and the Art Studio. On the Campus, also, stands the Astronomical Observatory, which is admirably equipped. Just across the street from the Campus on the north is the President's House, which overlooks the Campus on the west, and is one of the finest residences in the city.

A Gymnasium Building was completed in the Autumn of 1892. This has on the west a frontage of 52 feet, a depth of 94 feet, while on the east end of the building there is an extension, making the width 70 feet. This is a building consisting principally of brick and stone, with three entrances one for young men, one for young women, and one as a special entrance. It contains a general room for instruction and drill, a running track, offices, a ball court, lavatories,



NORTH BUILDING.

CENTRAL BUILDING

CHAPEL BUILDING



bath rooms, dressing rooms, lockers, etc.

The McMillan Chemical Laboratory, the gift of Senator McMillan, was built in 1893. Above the basement story it is built of brick, with stone trimmings. It is 52x87 feet, and four stories in height, and of the colonial style as affording the largest accommodations for the money expended. The internal arrangements of the building will be exhibited in another part of the Year Book in connection with the text on the appliances of the Chemical Department.

Steps Preliminary to Admission into Albion College.

1. The Year Book contains such information in regard to the College as the student needs to gain before coming to the institution. It will be mailed to any person writing for it.

2. All candidates for admission must first call at the President's Room, No. 3, Chapel Building. They must present satisfactory testimonials of good character. No others are admitted. If the candidate for admission comes from another institution, he must bring a certificate of honorable dismissal.

3. The next point to be settled is that of preparation to take up the prescribed courses of study, or the determination of the classification if advanced standing is sought. If the student comes from an approved school his certificates will be examined and his classification given him. If he does not enter on certificates he will be examined.

4. After the foregoing work is attended to the student is enrolled and his work assigned him.

Enrollment Day.—The opening day of each term is Enrollment Day. As a special list of students is prepared for each

term, all students must report for enrollment on the first day of the term. For new students this is the act by which they become members of the institution. The tickets issued contain a list of the studies to be pursued, and also a statement of dues,—*which must be paid before the student is admitted to recitations.* All individuals intending to enter any of the departments of the College should report on first day if possible. If this cannot be done, they will be received at a later date, if qualified to enter the classes. Persons who are already students are also *required* to take out their term tickets on Enrollment Day so as to be able, on the following day, to commence their work with the regular classes. The closing of a term does not terminate the student's connection with the institution; *and unless he graduates or is excused by the President he must be present on the first day of the succeeding term.* Absence on that day is as much a violation of the rules and order of the school as though it occurred in the middle of the term.

Examination of Candidates for Admission.—At the opening of College Year, *on the day preceding enrollment.*

At the beginning of the Winter and Spring Terms—*on Enrollment Day.*

The Faculty are not at liberty to give instruction previous to the presentation of the Study Ticket *stamped* by the Secretary.

Requirements for Admission into the Institution.

COLLEGE OF LIBERAL ARTS.

Candidates for admission to the Freshman class must be at least sixteen years old, must pass examination in the Pri-

mary English Branches, and in all the studies of the Sub-Collegiate Course, or studies equivalent thereto, as taught in the High Schools, unless admitted on diploma or certificates from other schools under conditions elsewhere stated.

Candidates for advanced standing must, in addition to the foregoing, pass examination on advanced studies for which credit is sought: unless coming from other colleges whose work is accepted by us. Persons not candidates for a degree will be admitted to the regular classes, *but will be charged the matriculation fee, when their scholarship would entitle them to admission into the Freshman Class.*

SUB-COLLEGIATE DEPARTMENT.

Candidates for admission into the Sub-Collegiate Department must have a knowledge of the primary branches, including Geography, Arithmetic and Grammar, so far as will fit them to take up the work of the First Sub-Collegiate year as printed in the Year Book. Starting with this preparation, those who are studious will be able to complete the course prescribed in four years, so as at that time to enter the Freshman Class. For advanced standing examinations must be passed on that part of the course for which credit is given, or on work equivalent thereto, unless certificates are brought for the same from accredited schools. The object of this department is two-fold :

(1.) To provide young people who desire to fit themselves for college with complete advantages for such preparation.

(2.) To supply academic work for those who do not care to prepare for college. These will be allowed to take such studies as their scholarship will enable them profitably to pursue, whether elementary or more advanced. If they take college studies, that is, studies taught only in the College of Liberal Arts, they will be expected to pay the matriculation fee.

CONSERVATORY OF MUSIC.

Students are admitted to this Department at any stage in the course. They must confer with the Director of the Department to determine what work they can profitably carry. They will be assigned to such grade as their acquirements indicate.

SCHOOL OF PAINTING.

Before commencing work in the Studio, Painting students must procure ticket for the same, and talk with the Head of the Department as to plans of work, and proficiency—if any—already gained. The order and kind of work must be subject to the judgment of the Professor in charge.

BUSINESS DEPARTMENT.

The literary attainments of students entering this Department greatly vary, and hence practically they must be treated according to individual qualifications. The Principal must, therefore, be made acquainted with the fitness of each, on entering, for the studies he is to pursue. This can only be done by free and full conference with him.

Admission from High Schools.

1. Under conditions mentioned below, we shall accept, without examination of students, the work of the best High Schools of twelve grades as preparation for College. Under the same conditions we shall admit into our Fourth Sub-Collegiate year from schools of eleven grades which are known to be doing satisfactory work.

If, however, the student in preparing for college has pursued the study of Latin, or Greek only to a limited extent, but desires to enter the Classical or Latin-Scientific or

Greek-Scientific course, he can thus be classified without much loss of time by taking up these studies in classes which are always organized in the Institution. We do not advise such students to take up the *Classical* course unless the nature of the contemplated profession requires it, as but little opportunity would be afforded for elective work, unless the period of time be somewhat extended. Yet one of the Ancient Languages—Latin or Greek—could be prosecuted to advantage.

2. The regulations contained in the preceding paragraph apply to all schools which

a. Have been approved by us; or

b. Have been approved by the Faculty of the University of Michigan; or

c. Have supplied us with the evidence that, in extent, quality and completeness of work, the pupil has gained the scholarship and culture required to enter our classes. If the school has received formal approval according to (*a*) or (*b*) of this paragraph, we shall admit students directly on their diplomas and certificates. But if the school is not included in one of these classes, and it is desired to enter into relations with Albion College, the course, or courses, of study must be transmitted to us with such statements in regard to the work done as are considered important. This will be preliminary to an adjustment of relations.

3. To be admitted into the College without examination, the student, if coming from a school included in one of the classes of 2, (*a*) or (*b*), will present his diploma or certificates, together with a letter from the Superintendent or Principal of the school, informing us that his work has been thoroughly done, that his habits are studious and that he possesses capacity for genuine scholarship. On the strength of this he will be immediately classified. If he comes from a school embraced in class 2, (*c*), he must present his diploma or school certificates, with a letter from the Superintendent or Princi-

pal of the school certifying to the earnestness and success of his school work. He will then be classified provisionally, according to the tenor of these documents, which classification will be made permanent after a few weeks' successful study in the Institution.

4. On account of the exceptional length and fullness of a few of the High School courses, the graduate sometimes finds that he has covered more subjects than are required for entrance into the best colleges. Such a graduate will be able to get *advanced credit* for some of the extra subjects thus taken, and to shorten his course in college by a third or even a half year. For this advanced credit High School certificates will be accepted, save in the case of those subjects suited only to a later stage in one's culture, such as Philosophy, Political Economy, Political Science, etc. The exact amount of credit to be given will in every case be determined by the head of the department interested.

For some years the conviction has been growing that colleges should offer special advantages, not only to High School graduates who expect to enter upon a professional career, but to all who have high aims in life. The fact has come to be appreciated that, for the development of intelligent manhood, for the best discharge of the duties of citizenship, for meeting the demands of the highest forms of the arts, and for keeping pace with the advancing civilization of the age, the large class of persons who will carry forward the business and industries of the world would derive incalculable benefit from liberal culture.

But how can ambitious young men and women, who have formed high ideals of excellence, prepare for college? This preparation must, in most cases, be obtained in the High Schools, if gained at all. We recognize the fact that the High School exists to meet local wants, and does its work best when it most fully meets such wants. But for some years

the Faculty of Albion College have been studying this question in the light of all the information they could obtain, with a careful scrutiny of the principles involved, and have reached the conclusion that the courses of study best adapted to the purposes of the High School may, and ought to be, accepted in preparation for college. We have tried the experiment and found it successful, of taking the student at the point up to which the best schools have educated him, giving him credit for all his work. This practically throws college doors open to a large number of young persons who, on the old system, would be deprived of the advantages provided in the higher institutions of learning. By this plan we do not admit at any lower point of scholarship, but make the lines of study in preparation more flexible, holding that it is training and culture that are needed, which can be secured through superior and adequate range of work, rather than by adherence to the old method of following always a special line of studies. We have found that a large number of schools of twelve grades—in the quality and extent of work done—may be trusted to prepare for the Freshman year in college; and that many of the schools of eleven grades may be relied upon to fit the pupil for the Fourth or highest Sub-Collegiate year.

Appliances.

MAPS AND CHARTS.

The study of the classical languages is largely dependent on this class of appliances. Maps that are historical as well as geographical are required. They should be made objects of study, not kept merely for reference. They should be made to show the development of countries which they portray—unfolding and illustrating historical movements.

Of apparatus for illustrating the work in Language, Literature and History, the institution has a valuable collection. Both the Latin and Greek departments are provided with full sets of classical maps. The Greek department has quite a large amount of material for the illustration of Greek Archaeology and a valuable set of charts for exhibiting in detail the topography of Ancient Athens.

As illustrating one of the methods of teaching history it will not, we trust, be considered out of place to speak of the "Layer Map" plan. The institution has at its command about 180 maps of this class, representing successive stages in territorial history. These 180 maps represent some 800 historico-geographical changes. In the United States alone some 100 changes are represented.

The advantages of the device employed are apparent. It is superior to the series of maps, because (1) it changes with history; (2) a more definite concept of the changed territory is obtained when it can be taken off and handled as a piece of cloth; (3) the student can be set to work out the changes for himself—to build up or to take to pieces the map; and (4) it is less expensive, involving but one or two full-sized maps. It is superior to the black-board scheme, because (1) it is clearer; (2) it is more accurate; (3) it is easier to reproduce, and so not too difficult for the student and the overworked teacher; and (4) it preserves both the original condition of things and the changed order, each of which can be reproduced in turn, and thus the exact nature and extent of the change can be clearly and definitely seen.

Incidentally the use of soft wood back has suggested several little devices which we find quite helpful. For battles we use a bright red spear-head of stiff cloth fastened with sealing wax to the head of a needle. These, being removable, are placed on the map just where events call for them; can be made large enough to show across any room without perma-

nently disfiguring the map; do not crowd regions like the Netherlands, where many battles have been fought, till the confusion is hopeless; and finally furnish, in putting them on, a useful exercise for the student. Similarly, we use a yellow star on a black circle for treaties of peace, and lines of colored braid to follow expeditions, such as Alexander's or the crusades. Doubtless other expedients of the same nature will suggest themselves.

LIBRARY.

The College will soon come into possession of a new Library Building, the gift of Hon. A. T. Bliss. This is to cost—not including grounds—\$50,000. The plans for the same have been made and endorsed by the Board of Trustees. Its interior arrangements are of the most modern order, adapted to the new conditions which the college of to-day has created. A College Library Building must possess many features and provide many advantages which are foreign to the ordinary public library. The architectural appearance of the Bliss Library Building, when placed on the campus, is represented by the accompanying cut.

At the present time the library is disposed as follows :

The General Library occupies quarters on the first floor of the Chapel Building.

The Technical works in Astronomy and Meteorology have a room in the Astronomical Observatory.

The works in Chemistry are provided with quarters in the Chemical Laboratory.

The Historical Library are placed in cases in the Historical apartments.

An excellent Reference Library is maintained in the Biological Laboratory.

The Musical Library—for use of students in the Conservatory of Music—is kept in the apartments of the Director of the Conservatory.

This distribution of books adds greatly to the convenience for use of the Library, which must be regarded as an important fact in its utilization.

The Library contains, of bound volumes, 10,050; of unbound volumes and pamphlets, about 4,000; bound volumes added during the year, 530.

In the selection of books the Library is made distinctly educational. Works are procured each term which bear directly on the studies pursued. The purpose is to supply the departments, and in all research lines, the material for reference and detailed study beyond what text books provide. The Library, therefore, is largely a reference Library.

The value of the Library is not to be judged by the number of books, for, to a great extent, the best books—books of wide reference and admitted authority—are large and expensive.

The Libraries of the institution are thrown open to all the students as they have need of the books in their several lines of work, and facilities provided for use of the books. Ample indexes are supplied; books much in demand are placed within the reach of all; new books are placed where their accessibility will tempt every one, at least to look them over. The utilizing of new books is further secured by placing them in the hands of the teachers most interested, who frequently assign them to students to review before their classes, thus giving all an opportunity to learn the bibliography of the subject, and filling them with new zest for work in the several departments.

The following card indexes are provided :

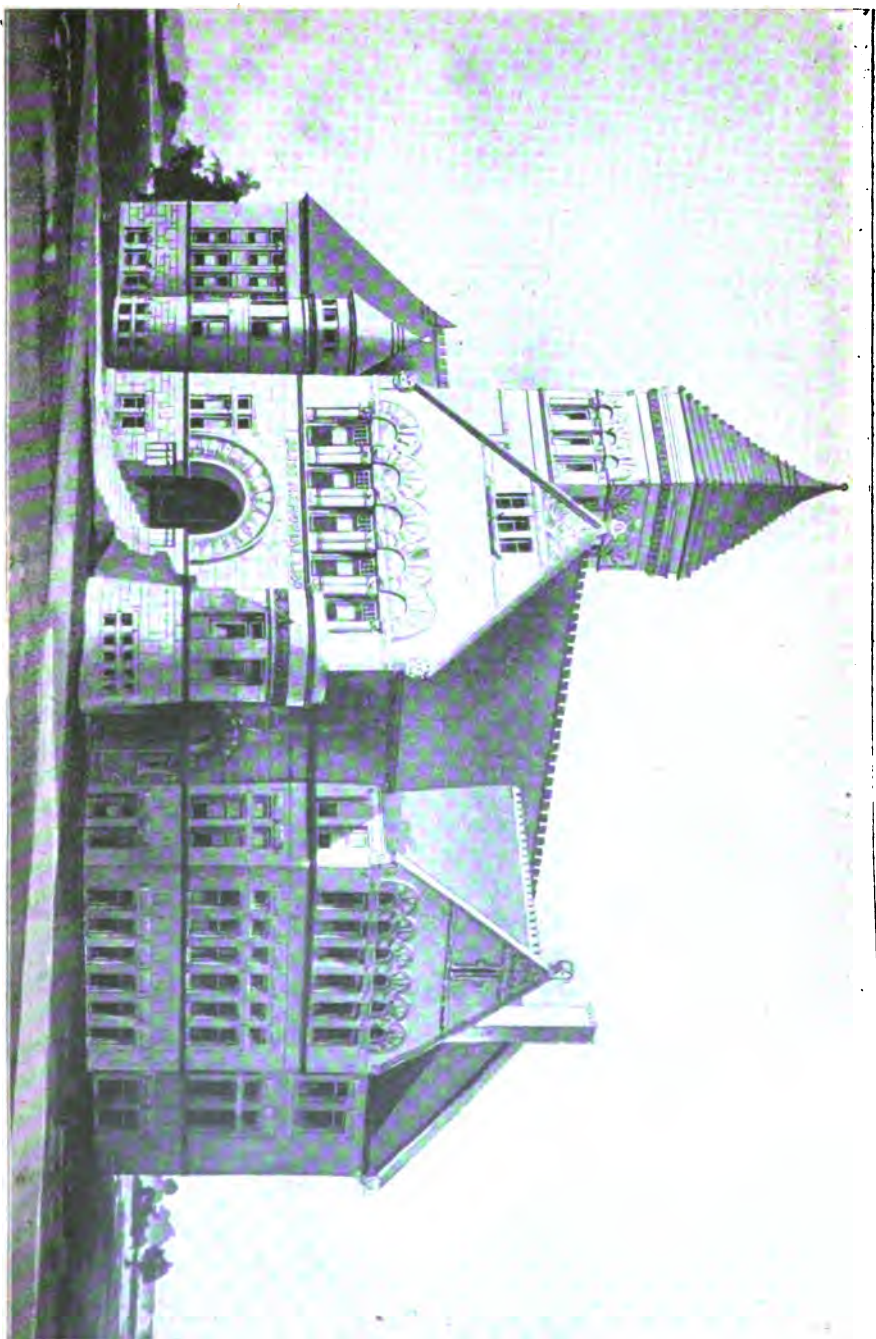
A *card index* of authors.

A *title index* or catalogue of all the books in the library.

A *subject index*.

A *biographical index*.

An *index* of current events.



BLISS LIBRARY BUILDING

Besides these the library is supplied with Poole's Index of Periodicals, in which all the leading periodicals of the day are indexed, up to 1882, supplemented by the Co-operative Index of Periodicals, published quarterly. By these, students are guided to what they desire to find in the bound volumes of periodicals. Thus there are marked out paths to guide both the Faculty and the students to such information as they wish to obtain in the library.

It is customary for members of the Faculty to assign to the students certain topics for research, or subjects to obtain information upon, and thus their acquaintance with books is greatly extended, and they are disciplined in the practice of research. Tables are placed in different parts of the library where such students are permitted to sit and prosecute their investigations. The library is open during all school hours, and on Saturdays, and is free to all students.

The Pastor's Library, based on the Peter M. Emery foundation, is constantly growing from purchases of books specially adapted to the purpose of this collection. It is intended to supply the best publications in all the directions that ministers look to secure preparation for the work of their profession.

The nucleus of a Bibliographical Museum has been formed by placing in the Library a glass case for books especially notable on account of age, rareness, ownership, etc.

READING ROOM.

The Reading Room is provided with a two-fold end in view: to furnish wide range of general newspaper and magazine reading, and to supply advantages for special educational work. It contains the leading religious and secular papers of the country, with some from foreign lands, including French, German, Latin and Greek. It is supplied with the principal magazines of this and other countries. During the last year many new valuable publications have been placed on our list,

so that the range of this class of educational appliances has been largely extended. Several valuable periodicals are placed in the Reading Room by subscription of the Science Sections.

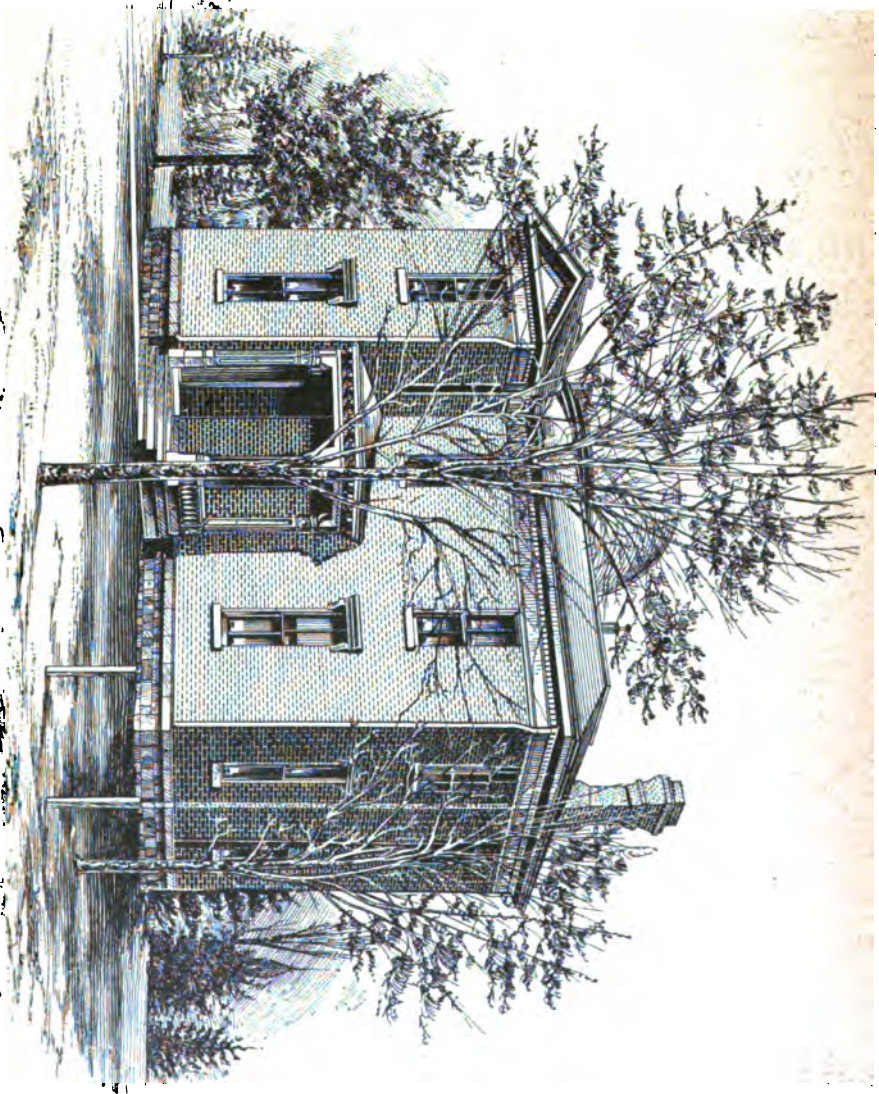
ASTRONOMICAL OBSERVATORY.

The Observatory stands on the campus, on high ground, affording an uninterrupted view in all directions. The building, reared in 1883, is of brick, two stories high, with a round tower which rises to three stories, and is surmounted by a dome.

On the lower floor are the lecture room of the department of Astronomy and Applied Mathematics, and the pier-rooms through which pass the brick supports for the fixed instruments. These are also utilized for containing the apparatus employed in the study of Physics. On the second floor are the Transit room, containing the Transit Circle, Clock and Chronograph, a computing room, a room for portable instruments and a room containing the Astronomical and Meteorological Library. In the round tower is placed the Equatorial.

The instruments are of the best class, the chief among them being as follows: A Transit Circle by Fauth & Co., of four inches aperture, reading by two micrometer microscopes to single seconds. It is provided with micrometer in right ascension and declination. A Sidereal Clock by Fauth & Co. A Chronograph by Fauth & Co., with Saegmueller's maintaining power. The Equatorial, constructed and mounted by Alvan Clark & Sons, of eight inches clear aperture, and provided with circles, driving clock, filar micrometer, and a full outfit of eyepieces, both Huyghenian and Ramsden. The above instruments are all in electrical connection.

The Meteorological Instruments include a Standard Barometer, Maximum and Minimum Thermometers and Psychrometer by J. & H. J. Green, Rain and Snow Gauges, etc. Ob-



ASTRONOMICAL OBSERVATORY.

servations are taken three times a day and forwarded to the offices of the State Board of Health and the United States Signal Service.

Excellent instruments are provided for practical work in field surveying.

The Astronomical and Meteorological Library contains some 400 bound volumes and pamphlets, always accessible to advanced students for reference and research. Works of an elementary or more popular character are left in the general library.

BIOLOGICAL LABORATORY.

This is situated on the second floor of the Central Building, in immediate connection with the College Museum, which can thus be utilized continually and conveniently for illustrative material. It contains a lecture room for class work and a finely lighted laboratory of 22x45 feet. Tables are arranged for forty students in the general Laboratory and a private room is provided for advanced workers. Such books as are of special service in the laboratory work are kept at hand for constant reference. The college is well provided with microscopes and accessory apparatus, including rocking and sliding microtomes, incubator and a full outfit for bacteriological investigations. The cabinet contains several hundred mounted specimens and is rapidly growing. Mounting materials, stains and reagents of all kinds are furnished to the student at cost prices. A large supply of preserved specimens for dissection is kept constantly on hand in the laboratory.

PHYSICAL LABORATORY.

This Laboratory is at present in connection with the Observatory. It is provided with a fair equipment of apparatus for purposes of illustration and experiment. The workshop is provided with a first-class engine lathe and tools for working in metal and wood.

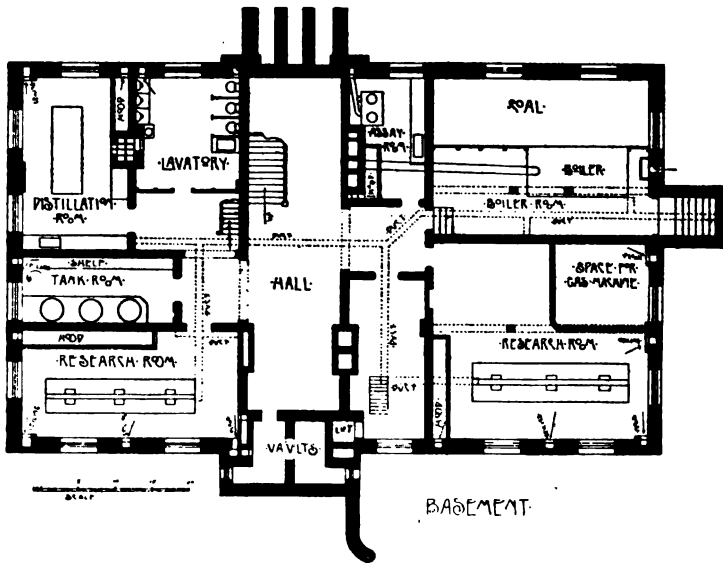
THE McMILLAN CHEMICAL LABORATORY.

This building, the generous gift of Senator James McMillan, is devoted exclusively to the Department of Chemistry.

The general form of a building that would best suit the requirements of the various departments was found to be a rectangle, 52x88 feet. This is divided into two parts in each story by a hall 13 feet in width. This provides a wide, recessed entrance on both sides of the building.

There are three stories and a basement, all abundantly lighted by high and broad windows.

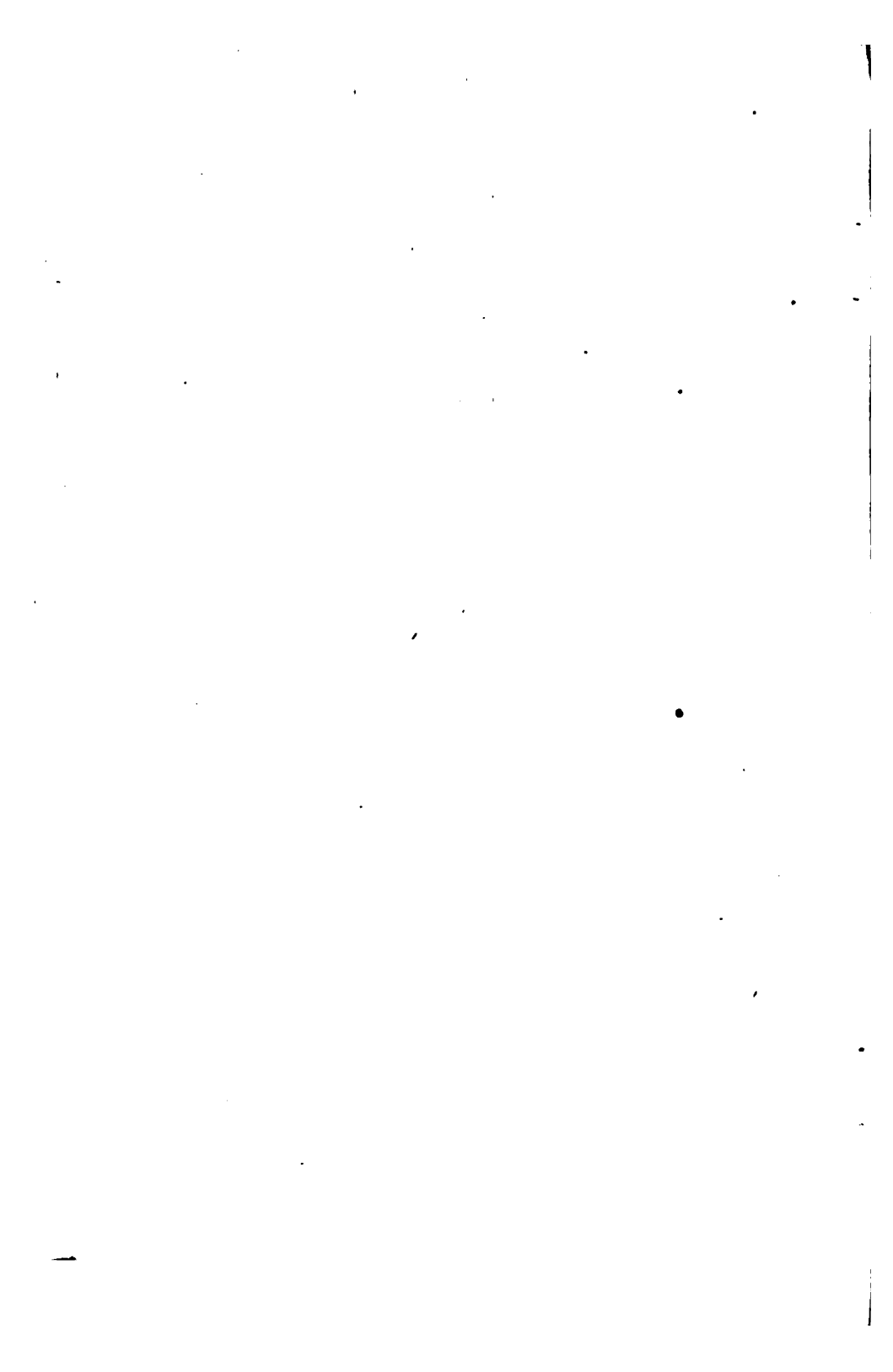
The basement story is 10 feet high and contains a boiler and fuel room, an assay laboratory with three furnaces and a



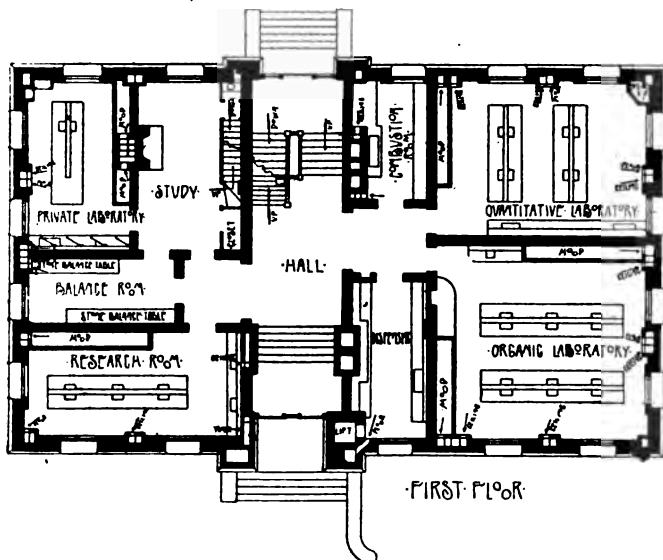
fire table; a fire-proof storage vault; a research room; a room for large gas tanks holding oxygen and hydrogen; a distilling room, with fire-proof tables, hoods, etc.; a lavatory, a storage room, and a second large research room.



McMILLAN LABORATORY



In the first story, which is 13 feet high, there is, on one side of the hall, the organic laboratory, 27x30 feet, contain-

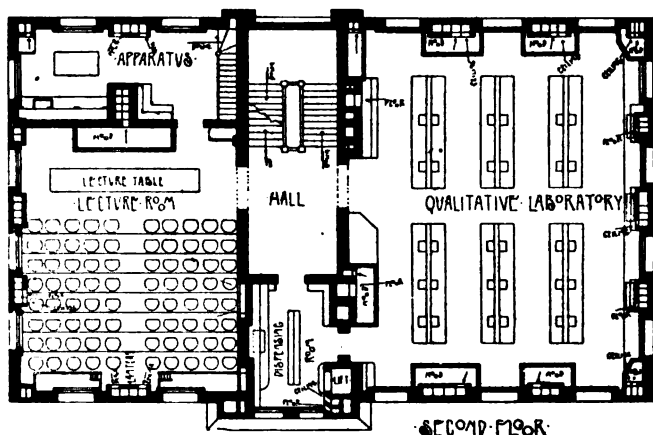


ing tables for 24 students, with 29 feet of hoods, also wall tables, cases for chemicals, etc. Adjacent to this is the quantitative laboratory, 22x30 feet, with tables for 20 students, hoods, wall tables, etc.: a combustion room, 10x17 feet, and dispensing room, 10x21 feet.

On the other side of the hall is the instructor's study. This is furnished with book cases, fire place, wardrobe, etc. Off this is a private laboratory, with large table, hoods, wall tables, cases, etc. The balance room, 9x21 feet, and a research room, 15x30 feet, complete the equipment of this floor.

The second story is also 13 feet high and contains the qualitative laboratory, 40x49 feet, with tables for 80 students, with 7 hoods, wall tables, cases, etc. The lecture room, also on this floor, 30x37 feet, will accommodate 82 students,

the seating being arranged in rising tiers of chairs. This room also contains an elaborately furnished lecture table,



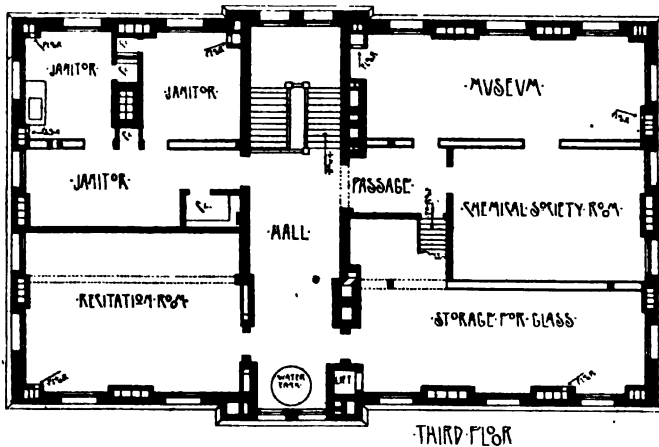
provided with a large pneumatic cistern, a powerful down draught for handling noxious gases, wash bowl, gas, water and waste pipes at convenient intervals, hydrogen and oxygen from the tanks below, electric connections with dispensing and assistant's rooms, a plunge battery, etc.

Behind the lecture table is a hood 14 feet long, double counter-balanced blackboards, etc. Off the lecture room is an apparatus and preparation room, which contains cases for lecture table apparatus.

The third story is 10 feet high and contains a chemical museum, a class-room, a chemical society-room, three rooms for janitor's residence, store-rooms, etc.

Eighty-two students have pursued the study of chemistry during the present year. Among these are students who began with the beginning of the year; others are pursuing their second year's work, and still others are completing the third year of their study in this science. In all the courses, the

text-book, lecture and laboratory methods are combined, the laboratory work forming the basis of all discussions. Note-



taking is made a prominent feature, accuracy of statement and clearness of presentation being insisted upon at every point.

The Laboratory is supplied with gasoline gas from a machine of 400 Bunsen burner capacity. Each student's table is provided with two gas and two water cocks, wash bowl, two drawers, cupboards and shelves. The gas and water are also distributed to all hoods, dispensing rooms, etc.

Apparatus and chemicals are furnished to the student at as low a price as will actually cover the cost to the college. The fees are much lower than at many other laboratories of its grade.

MUSEUM.

Very early in the history of the college a beginning for a museum of natural history was made by the gift of a valuable box of copper specimens by the Revs. W. H. Brockway and

J. H. Pitezel. Later on Dr. Alexander Winchell, then State Geologist, presented the institution with a collection of 1,000 specimens of named and mounted minerals. Little use was made of these till about the year 1880. The year previous to this the college sent one of its Faculty to Brazil for the purpose of making collections of the remarkable fauna and flora of that region. The expedition was highly successful, resulting in the collection of several hundred specimens of birds and animals, a considerable number of botanical specimens, also pottery taken from the mounds of that country. The specimens of fauna and flora were immediately put to use in the regular work of instruction. Many additions have since been made by other travelers in South America, Mexico, Africa, Japan, China and other countries.

The museum occupies the north half of the second and third stories of the central college building, consisting of a room 40x50 feet, with a wide gallery extending entirely around the same. In the gallery are located the collections in Natural History and Conchology, being placed in twelve large double cases. The main floor is devoted to minerals, fossils, corals, Indian relics, war relics, and articles representing the arts and customs of foreign lands, and rare coins. These fill sixteen large cases, the most of them double, showing the specimens from both sides. The collection of minerals from Michigan is very complete, so far as identified by scientists. Most of the States, as well as many foreign countries, are here represented. The collection of curios from Asia, Mexico, etc., is unusually rich in variety and extent. It represents the arts, customs, and religions of those lands. The Botanical Collection is placed in the Botanical room so as to be convenient for use in instruction.

The Museum is beautifully lighted.

Besides the mounted specimens displayed in the cases, the college keeps constantly on hand many hundred specimens

of type forms preserved in alcohol, in order that every member of a class may be supplied with a study specimen. In this way the work of acquiring knowledge of a subject, such as botany, zoology or mineralogy, does not consist in the mere acceptance of the statement of the author, but it is the privilege of the student to challenge those statements by the direct appeal to nature.

Special efforts are constantly being made completely to represent the fauna and flora of the State of Michigan.

Quite recently large collections of objects, representing the condition of pagan lands in matters of religion and customs of the people, have been received as donations of special interest in the line of missions. The Museum contains quite a large collection of old and rare coins, nearly filling four large cases.

The college is anxious to make collections, in every direction, of minerals in this State and other States, fossils, botanical specimens, Indian and war relics, etc. Any articles appropriate to the Museum will be properly named, and labeled also with the name of the donor.

CONSERVATORY OF MUSIC.

The work done in this department consists principally of instruction on the Piano, Organ and Violin, and instruction in Vocal Music, in Harmony, and Voice Culture.

Piano.—It is the chief aim of the Conservatory to teach both the Science and the Art of Music in such a thorough and systematic way that they shall be *of available and practical use* to the student after having completed a course. Great care is taken to secure a correct technique; also a proper position of the person, hand and arm while the pupil is seated at the instrument.

Careful attention is given to the development of the muscles of the hand and fingers, and in acquiring flexibility of

fingers, wrist, etc. Much time is given to the cultivation of a taste for the best forms of classic music.

The Course in Piano Music consists of Seven Grades, each based upon such studies and selected pieces as form the standard of the various degrees of proficiency at the best institutions of a similar kind. Upon entering, each student is examined, and graded accordingly, while promotion is not limited by time, but depends entirely upon the progress of the student. It is advisable that students should begin music with the determination of completing at least a certain part of the course, if not the whole.

Instruction is given, both in private lessons and by "class teaching," according to the preference of the student. The classes consist of either two or three pupils.

Pipe Organ.—A large pipe organ is at the disposal of the Conservatory. A knowledge of harmony is indispensable to successful organ study. Students are advised not to begin the study of the Organ until they have finished the fourth grade of Piano music.

Violin.—A regular progressive course is laid out which is pursued in the Conservatory. Classes also are formed for ensemble playing, which enables the student to become familiar with the best compositions of Violin literature, and also offers opportunities of playing at the Recitals and Concerts of the Conservatory.

Orchestra.—As a part of the educational facilities of the Conservatory, there is also maintained, in efficient organization, a complete Orchestra. In this orchestra there are at present nearly fifty performers. These consist principally of students in the College, but some of the members reside in the city of Albion and have been connected with the orchestra for years.

Although orchestral music is generally transferred to the piano, yet the full effects of the Orchestra cannot be given by

that instrument. Orchestral music is written in a special form and character, to embody the idea of the composer, and also with reference to the instruments that are to express and interpret that idea. These instruments have a tone-color peculiarly their own, which is lost by transference of the music to the piano. The Orchestra thus opens to students of music an entirely new field of instruction and culture, which is of great value. It is however, only the more advanced scholars who can advantageously avail themselves of its benefits, and only these, therefore, are allowed to become members.

Band.—There has been organized in the institution, a Cornet Band, which has been under training about two years. This consists of over twenty players, and under the efficient leadership of the teacher of Cornet music, has gained much skill. This the institution is able to utilize on public occasions and affords an opportunity for instruction and drill in this class of music *without expense* to the student.

Vocal.—Especial attention is given to the development of the voice, having particular reference to a proper method of breathing, proper emission of tone, and accurate attack of pitch.

Very many students who enter upon the study of the principles of vocal music, or join the chorus class, come to appreciate the desirableness of special voice training. All who desire to fit themselves for singing in church choirs, for teachers of vocal music, or for professional singing in any capacity, can here obtain the instruction and culture desired.

For all students desiring to study the principles of Vocal Music rudimental classes are organized, continuing through the year—the tuition for such instruction being merely nominal—to provide music for the most efficient movement of the class. After completing the study of the rudiments the students are admitted into the general chorus, in which there is

no tuition. The work of the chorus consists of the rendition of the higher forms of Vocal music.

All music students are organized into a Theory Class, which meets each week for special instruction.

Students intending to teach music receive thorough instruction in the art of teaching, a special class being organized for this purpose.

Aside from the regular lessons, there is a weekly drill of the entire Conservatory in the catechism of music. At these gatherings instruction is given which there is no time to impart in connection with individual or class lessons. There are also weekly rehearsals to drill and fit for public playing. The student thus gains confidence, his faults are corrected, and he is prepared to use to the best advantage the knowledge acquired.

Harmony.—The importance of this branch of study need hardly be enlarged upon. It treats of the construction, entrance and progression of chords according to established rules. It is subdivided as follows: Formation of Scales, Intervals, Triads and Seventh chords with their inversions and resolutions, Cadences, Altered Chords, Modulations, Suspensions, Passing and Changing Notes, Organ Point, and Harmonization of given Melodies.

TEACHERS' TRAINING CLASS.

We call attention to a new branch of study in this department, which we feel will be of untold benefit to our patrons, and which already gives promise of becoming a most important line of work. We refer to the Teachers' Training Class in Public School Music. The aim of the department is to prepare students to teach Public School Music. This requires a special line of work, and as every day the demand for teachers of this class increases, we feel that we are meeting one of the needs of the hour in adding this branch to our curriculum.

The Whiting system is taken as the basis of study, because we believe it is one of the best. The work is most carefully graded, the pupils have new work placed before them with every change of grade, so that they do not weary of old work. But we aim to make the work so broad that the students shall be able to teach any system successfully.

Courses.—The courses adopted for the study of music in connection with the Piano, Organ, and Violin will be found elsewhere in the Year Book.

Students are admitted for a single term, but all will see the advantage of taking a full course of instruction, including not only the ordinary lessons given on the piano, organ or violin, but also harmony and counterpoint. The literary studies of the course have been selected with reference both to sound and varied scholarship and the accomplishments of learning.

Persons are admitted into the Musical Course directly on application, and are classified according to their proficiency in music.

Text Books.—Parker's Harmony, Jadassohn's Harmony, Ayer's Counterpoint.

Degree of Bachelor of Music.—The degree of Bachelor of Music, mentioned elsewhere, will be conferred upon such students as, in addition to the foregoing, evince the skill and conception necessary artistically to perform the works of the most exacting character, and show an extended acquaintance with the science and history of Piano-Forte Literature and Piano-Forte playing, and pass examination in Harmony, Counterpoint, Musical Forms, Musical History and Acoustics. Aside from this, they must possess a good knowledge of Belles Letters, including French, German and Italian. This will add about two years to the tabulated course.

We call attention of the pupils to the following points:

Those who desire to get the largest benefit from study in this department should be present on the first day of the

term. They can be received later, but it is impossible to repair the loss sustained.

As teachers are employed on fixed salaries, no abatement from the charges for tuition can be made except in case of *protracted illness of the pupil*, when the loss will be shared with him.

Tuition must be paid in advance.

The teachers do not give instruction to persons who are not members of the Conservatory.

The course in Piano Music as laid down can usually be completed in four years, but no fixed time can be prescribed. This depends on the aptness of the pupil and his fidelity to the work.

The course of instruction in Organ Music, Violin Music, or in connection with instruments, includes Harmony, Counterpoint, Musical History, etc., the same as in the Piano course, and must be pursued in full in order to get a diploma of graduation.

SCHOOL OF PAINTING

The aim of this department is to conduct the pupil with thoroughness from the simplest rudiments up to a knowledge of the higher branches of art, giving, as far as possible, a perfect understanding of all the work entered upon. It will be seen by reference to the Course of Study in Painting, that the student receives instruction in the elementary courses of drawing. These can be taken in the class with others who are in this and the Literary departments. Then, special and individual attention is given to the study of object drawing, linear and aerial perspective, landscape, figure, flower and fruit painting, in oil, water colors and pastel: painting and crayoning portraits, pen drawing and India ink, wash drawing for reproduction, decorative painting and design.

The Art Department connected with the College adds much to the needed practical side of education.

Prof. Thompson, of the Worcester Technical School, tells us that "A boy who spends two hours a week in drawing, and the rest of the time in working at the bench, learns his business faster, and becomes more skillful in it, than one who works all the time." Again, "It is calculated that the productive efficiency of every machine shop would be increased thirty-three per cent. if every journeyman could read any common working drawing and work by it."

But it is well known that art study, besides having a tangible value in its relation to manufacture, is designed to promote improvement in taste. The highest and best purpose of any attainment is that which ministers to the intellectual and spiritual wants of man.

Painting cannot be successfully followed by one ignorant of such truths in the sciences as bear directly upon the art. Anatomy, Natural Philosophy, Botany, Chemistry, etc., cannot be taught in the private studios as effectively as by departments having these studies in charge, and these studies can be pursued by students of painting without interfering with their hours for lessons.

Landscape study from nature is much more easily and agreeably accomplished here at Albion than in the large cities, as the College buildings are located near the open country, and many beautiful scenes are found along the Kalamazoo river, not a quarter of a mile from the studio. Especial attention is given to this branch during the Spring and Fall terms.

The Letters course offers an attraction to students who might wish to take music and painting in connection with such a course. A certain number of hours devoted to painting may be credited in this course if the student desires.

Course of instruction on another page.

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Course of instruction on another page.

Decorative Painting.—This department of the School of Painting was opened a few years ago. The interest is growing, and much pains is taken to provide that which is beautiful and complete in this art. The work is all completed here—setting the colors by heat, etc.

The charges for instruction in the School of Painting—which are moderate—will be found on a subsequent page.

Full work demands the attendance of the student three hours a day in the studio.

Degree.—The degree of Bachelor of Painting (B. P.) will be given on the satisfactory completion of two years more of work than appears in the tabulated course—gaining special skill in portrait and landscape Painting in addition to such knowledge of Belles Letters, including the French, German and Italian languages, as are provided for in the Letters Course—that is, three years of language, in all.

COMMERCIAL SCHOOL.

The object of this department is two-fold:

1. It gives to all who may wish to engage in business pursuits an opportunity to fit themselves in the most practical manner possible.

2. It affords an opportunity to all students at their option to take some commercial studies as a part of any literary course, and receive credit for the same.

The business course here is designed to cover a period of nine months. We impart a knowledge of the laws which govern business transactions; a knowledge of civil government, grammar, mathematics, correspondence, penmanship, business forms, etc.

By some the course can be finished in less than nine months. This depends upon the ability, experience and application of the student.

Anyone with sufficient ability to pursue the prescribed studies can enter at any time and take any study he desires:

but as some of our classes are formed anew at the beginning of each term, it will be to the student's advantage to enter then, if possible to do so.

For course of study see tabulated courses.

Book-keeping.—This subject is given the prominence in the school which it demands by its importance as a branch of business education. The student is first given work in the THEORY DEPARTMENT, where he is taught the principles of single and double entry book-keeping by means of text book work, class recitation, talks and black-board illustrations. After he has become familiar with the theory he is given work in

BUSINESS PRACTICE

which illustrates the principles of actual business and gives the student an opportunity to apply the knowledge acquired in the theory department. He conducts personally a business on his own account, and is thrown entirely on his own resources. What he learns here by experience he will never forget. The system is so arranged that there are no two sets of books in the school that are alike, and hence there can be no opportunity for copying results. By this method the student is taught to think and act for himself, consequently his powers and capabilities are developed to a remarkable degree.

Upon entering this department the student is furnished with all the blanks and printed stationery necessary for the transaction of business. Aside from the set of books, the following business forms will be used during the Course: Notes, Drafts, Receipts, Checks, Bill Heads, Shipping Invoices, Certificates of Deposit, Stock Certificates, Deposit Slips, Insurance Policies, Bills of Exchange, Account Sales, State-

NOTE.—*Beginning Classes* in book-keeping and penmanship are formed at the commencement of each term; beginning classes in the other branches are formed at the commencement of terms in which they do not regularly occur, when there is sufficient demand for them.

ments, Deeds, Mortgages, Leases, Bills of Sale, and, in fact, every form ordinarily used in business. Our merchandise has a given value. He buys from the student merchants and finds in the commercial exchange customers for all the goods he may have to sell. He is shown how properly to fill out the various forms, make the different entries, correctly post the same, make out statements and close the Ledger. He goes through this process several times, until he becomes familiar with it and is able to finish a set without help. He is also compelled to do some work which will enable him successfully to handle large numbers in trial balances. This work necessitates the use of a Bank, Wholesale Office, Commercial Exchange, etc. These offices are in charge of advanced students and are provided with large blank books and all necessary articles for transacting business.

Business Arithmetic.—Considerable prominence is given to this subject in our course, and aside from the regular text book work we endeavor to make the student proficient in this direction by means of class drills in rapid calculations and short methods.

Commercial Law.—Instruction in this subject is by means of lectures on the various subjects and thorough class work, in which a most excellent text-book is used. The subjects to which special attention is given are Contracts, Negotiable Paper, Agency, Partnership, Shipping, Insurance, Liens, Real Estate Conveyance, etc. The laws in regard to these subjects are of such importance that he should have a general knowledge of them.

Grammar and Correspondence.—The student is instructed and drilled in the form and composition of all kinds of business letters.

Civil Government.—It is important that the student receive thorough instruction in this branch in order to be able to assume the duties of citizenship.

Business Writing.—We teach a plain, rapid, bold business hand, such as is called for in correspondence and book-keeping work. We aim at neatness, legibility and rapidity, to the total exclusion of all superfluous lines and flourishes. We are also prepared to accommodate any one desiring to do work in ornamental penmanship.

Spelling.—In teaching spelling we use a series of lessons forming a complete collection of difficult common words, with definitions, pronunciations, and rules concerning capitals.

SHORTHAND AND TYPEWRITING.

The full shorthand course includes Shorthand, Typewriting, Grammar, Correspondence and Spelling.

Shorthand.—In the Commercial Department the Eclectic Shorthand is employed. We indorse the following propositions which, though prepared by its special advocates, we insert in the Year Book:

- | | |
|------------------------|--------------------------------|
| 1. IT IS THE BRIEFEST. | 3. IT IS THE EASIEST TO WRITE. |
| 2. IT IS THE SIMPLEST. | 4. IT IS THE MOST LEGIBLE. |

Chicago business men call for *Eclectic Writers* because they read their stenographic notes better than any other writers.

Our students acquire an average speed of from 125 to 150 words per minute in two terms. The third term work consists of law work, sermons and literary work of all kinds.

Typewriting.—The students in this department receive thorough instruction in the use of Remington and other standard machines.

The work in Grammar, Correspondence and Spelling is the same as that outlined in the regular Commercial course.

DEPARTMENT OF TELEGRAPHY.

The instructor in Telegraphy is a practical operator, having been employed in the work for the past six years. He is

also familiar with all departments of railroad station work, and is able to give practical instruction in all he undertakes. The student will receive instruction which will enable him to take up the actual work.

The instruction will be individual and each student will be required to practice a certain number of hours per day. Those who can put most of their time in practice will be permitted to go ahead as rapidly as possible, but as few attain to such a degree of proficiency as will enable them to take a position in less than six months, it would be well to come prepared to spend at least that length of time in school. Ample arrangements are made to accommodate all who wish to take up this work, and we are sure no one will regret the time and money spent in studying that which will enable him to earn a livelihood.

The tuition for work in Telegraphy is \$15 per term, which includes instruction in penmanship. The text-book and incidental fees are about \$1 per term. This will enable one to complete the six months' course for \$32, plus boarding and rooming expense, which may be secured at very low rates in the students' clubs.

For further information concerning this work, address the Principal of the Commercial School.

Upon the satisfactory completion of the required work the student is granted a certificate to that effect.

DIPLOMA AND POSITIONS.

Upon the satisfactory completion of the prescribed business or Shorthand course, the student is granted a diploma. We do not guarantee positions to our graduates—no honorable school will do this—but we always take pleasure in recommending or aiding a worthy student, who is well qualified, in every effort to secure a situation. There is an increasing demand for amanuenses and book-keepers who are

willing to work, and one who thoroughly prepares himself is almost sure of obtaining profitable employment.

Special Advantages.—This school being one of the departments of Albion College, it possesses several advantages not to be found elsewhere. The students all meet together once each day for chapel exercises. The benefits to be derived from attending the college literary societies are inestimable. Some of the best musicians and most eminent lecturers may be heard here each term. The college library, containing over *thirteen thousand* volumes, may be used by all students. Fully equipped gymnasium open and free to all students. Students taking a full course may pursue any study in the Literary department free of charge.

For rates of tuition see table of expenses.

Books and Stationery.—The books and stationery required for the Commercial course will cost about \$12. For the Shorthand and Typewriting, about \$2 to \$3.

We request all persons who contemplate entering a school of this kind to call on us, inspect the workings of the school, or write us before entering any similar institution.

For any further information concerning this department address Chas. L. McClellan, the Principal.

Normal Course.

STATE TEACHERS' CERTIFICATES.

The Legislature in the spring of 1893 passed an Act providing for the granting of State Teachers' Certificates to students graduating from our Michigan Colleges. The statute contains the following provisions:

- (1) There must be a course of study covering 16½ hours.
- (2) Such course must be approved by the State Board of Education.

(3) Certificates to be granted by the Board of Education.

(4) To be granted only to those who in addition to the satisfactory completion of the Normal work graduate from the College. Certificates will be given only to those who earn a degree.

(5) The certificate authorizes the graduate to teach four years without examination; in other words, the life of the certificate is four years.

(6) But at the end of three years the certificate can be made perpetual upon satisfactory proof of the holder's success in the Teachers' profession.

The Act is regarded as inaugurating a wise movement, and for many reasons:

(a) It connects more directly our higher institutions of learning with one of the agencies of our progressive civilization.

(b) It will enable many young people who are ambitious to reach a high plane of scholarship through the medium of the College, to obtain professional training they would not otherwise have the opportunity to secure.

(c) It will raise the standard of scholarship in the Teachers' profession by turning more College graduates toward the profession.

(d) It will result in better professional preparation of college graduates for the teachers' work and hence more practical efficiency.

Albion College is availing herself of the provisions of this law, has arranged a Normal course, and will supply those who desire the opportunity to get a State Certificate the means of entering the profession under these favorable conditions. The studies embraced in this course will be found in the Tabulated Scheme of Work of the Junior and Senior years as printed elsewhere, and also in outlines of college work.

The Eight Years of Literary Work.

Four Years Are Sub-Collegiate--The Remaining Four Collegiate.

These are arranged in five different lines, named respectively, Classical, Latin-Scientific, Greek-Scientific, Scientific, and Letters; on completion of which the student receives the degree of Bachelor of Arts, Bachelor of Philosophy, Bachelor of Science, or Bachelor of Letters.

SUB-COLLEGIATE—FIRST YEAR.

CLASSICAL.	LATIN SCIENTIFIC.	GREEK SCIENTIFIC.	SCIENTIFIC.	LETTERS.
English Grammar.....5				Grammar.....5
German.....5	Same as Classical.	Same as Classical.	Same as Classical.	*German.....5
U. S. History.....5				U. S. History.....5
English Grammar.....5				Grammar.....5
German.....5	Same as Classical.	Same as Classical.	Same as Classical.	*German.....5
U. S. History.....3				U. S. History.....3
Botany.....3				Botany.....3
English.....5				English.....5
German.....5	Same as Classical.	Same as Classical.	Same as Classical.	*German.....5
Civil Government.....3				Civil Government.....3
Botany.....3				Botany.....3

Arithmetic taught in connection with the Commercial Department.

SECOND YEAR.

CLASSICAL.	LATIN SCIENTIFIC.	GREEK SCIENTIFIC.	SCIENTIFIC.	LETTERS.
Latin.....5		Greek.....5		*Latin.....5
German.....3	Same as Classical.	German.....3	Same as Classical.	*German.....3
English.....3		English.....3		English.....3
Physics.....3		Physics.....3		Physics.....3
Physiology.....2		Physiology.....2		Physiology.....2
Latin.....5		Greek.....5		*Latin.....5
German.....3	Same as Classical.	German.....3	Same as Classical.	*German.....3
English.....3		English.....3		English.....3
Physics.....3		Physics.....3		Physics.....3
Physiology.....2		Physiology.....2		Physiology.....2
Cæsar.....5		Xenophon.....5		*Cæsar.....5
German.....3	Same as Classical.	German.....3	Same as Classical.	*German.....3
English.....3		English.....3		English.....3
Physics.....3		Physics.....3		Physics.....3
Physiology.....2		Physiology.....2		Physiology.....2

THIRD YEAR.

CLASSICAL.	LATIN SCIENTIFIC.	GREEK SCIENTIFIC.	SCIENTIFIC.	LETTERS.
Greek.....5	Cæsar and Comp.....4	Anabasis.....4	Greek 5, or Latin.....4	*Greek 5, or Latin.....4
Cæsar and Comp.....4	English.....4	English.....4	English.....4	English.....4
German.....5	Algebra.....5	Algebra.....5	Algebra.....5	Algebra.....5
English.....5	Ancient History.....2	Ancient History.....2	Ancient History.....2	Ancient History.....2
Algebra.....5	English History.....3	English History.....3	English History.....3	English History.....3
Ancient History.....2				
Greek.....5	Cæsar and Comp.....4	Hellenica.....4	Greek 5, or Latin.....4	*Greek 5, or Latin.....4
Cæsar and Comp.....5	German.....4	German.....4	German.....4	*German.....4
Algebra.....5	Algebra.....5	Algebra.....5	Algebra.....5	Algebra.....5
Ancient History.....2	Ancient History.....2	Ancient History.....2	Ancient History.....2	Ancient History.....2
English History.....3	English History.....3	English History.....3	English History.....3	English History.....3
Cicero and Comp.....4		Odyssey.....4	Greek 5, or Latin.....4	*Greek 5, or Latin.....4
German.....2	German.....2	German.....2	German.....2	*German.....2
Algebra.....5	Algebra.....5	Algebra.....5	Algebra.....5	Algebra.....5
Roman History.....3	Roman History.....3	Roman History.....3	Roman History.....3	Roman History.....3
English.....3	English.....3	English.....3	English.....3	English.....3

FOURTH YEAR.

CLASSICAL.	LATIN SCIENTIFIC.	GREEK SCIENTIFIC.	SCIENTIFIC.	LETTERS.
Cicero and Comp. 3	Cicero and Comp. 3	Herodotus. 3	German. 3	*German. 3
Anabasis. 4	Zoology. 4	Zoology. 4	Zoology. 3	Zoology. 4
Rhetoric. 3	Rhetoric. 3	Rhetoric. 3	Rhetoric. 3	Rhetoric. 3
Geometry. 3	Geometry. 3	Geometry. 3	Geometry. 3	Geometry. 3
Medieval History. 3	Medieval History. 3	Medieval History. 3	Medieval History. 3	Medieval History. 3
Cicero and Ovid. 3	Cicero and Ovid. 3	Thucydides. 3	American History. 3	American History. 3
Hellenica. 3	Zoology. 2	Zoology. 2	Zoology. 2	Zoology. 2
Geometry. 3	Rhetoric. 3	Rhetoric. 3	Rhetoric. 3	Rhetoric. 3
Modern History. 3	Geometry. 3	Geometry. 3	Geometry. 3	Geometry. 3
	Modern History. 3	Modern History. 3	Modern History. 3	Modern History. 3
	General Chemistry. 3	General Chemistry. 3	General Chemistry. 3	General Chemistry. 3
Ovid. 3	Ovid. 3	Iliad. 3	American History. 3	American History. 3
Odyssey. 4	General Chemistry. 2	General Chemistry. 2	General Chemistry. 2	General Chemistry. 2
Rhetoric. 3	Rhetoric. 3	Rhetoric. 3	Rhetoric. 3	Rhetoric. 3
Geometry. 4	Geometry. 4	Geometry. 4	Geometry. 4	Geometry. 4
Modern History. 3	Modern History. 3	Modern History. 3	Modern History. 3	Modern History. 3

*Forty-five hours of Foreign Languages are required in the Letters Course, of which one year's work must be in German or French.

In this connection we call attention to the following facts:

1. The extent of study to prepare for college is the same in all the courses. The degree to be gained is not thus lowered by being granted after a short course in any line of work.
2. We begin linguistic studies with German. Former Year Books contain in full reasons for taking up modern before ancient languages, and it is probably not necessary to repeat them here. It is enough to say that the student finds fewer difficulties in mastering a modern language than an ancient language, and hence as the more simple it should precede the more complex. Also modern languages open access to the valuable living literature of the

learned nations of Europe, and it is important that the student possess the key to this storehouse of learning early in his course.

3. The fact that in some cases the order of work in our Preparatory School is not the same as in many of the High Schools does not introduce any disorder into our movements, because back work can be taken up with classes in the Institution pursuing such branches, and credit secured for advance work already taken.

4. Classification of students coming from High Schools, or Academies, will not depend on the fact of having pursued just the branches laid down in our Preparatory courses, but credit will be given for equivalents so far as they harmonize with the lines of movement.

5. The Letters course is provided for young people who desire to devote as much time to study as is necessary to complete any of the ordinary College courses, but being specially interested in the Science of Music, other lines of the Fine Arts, etc., would like to gain the form of culture to be acquired in such studies. A limited election of these branches is therefore allowed for the degree of Bachelor of Letters.

College of Liberal Arts.

FRESHMAN YEAR.

CLASSICAL.	LATIN SCIENTIFIC.	GREEK SCIENTIFIC.	SCIENTIFIC.	LETTERS.
Vergil.....3	Vergil.....3	Greek Philosophy.....3	Invert. Morph.....5	*French.....3
Horodotus.....3	Algebra.....5	Algebra.....5	Algebra.....5	Geometry.....5
French.....3	French.....3	French.....5	French.....5	Elective.....7
Geometry.....5	Geometry.....5	Geometry.....5	Geometry.....5	
Vergil.....3	Vergil.....3	Greek Orators.....4	Invert. Morph.....3	
Thucydides.....3	Algebra.....5	Algebra.....5	Algebra.....5	*French.....3
French.....3	French.....3	French.....5	French.....5	*German.....3
German.....3	German.....3	German.....5	German.....5	Elective.....9
Trigonometry.....3	Trigonometry.....3	Trigonometry.....3	Trigonometry.....3	
Vergil.....3	Vergil.....3	Greek Comedy.....3	Vert. Morph.....3	
Iliad.....3	Am. Literature.....3	Am. Literature.....3	Am. Literature.....3	Am. Literature.....3
French.....5	French.....5	French.....5	French.....5	*French.....5
Trigonometry.....4	Trigonometry.....4	Trigonometry.....4	Trigonometry.....4	Elective.....7

SOPHOMORE YEAR.

CLASSICAL.	LATIN SCIENTIFIC.	GREEK SCIENTIFIC.	SCIENTIFIC.	LETTERS.
Livy.....3	Livy.....3	Sophocles.....3	General Geometry.....3	European History.....3
Greek Philosophy.....3	General Geometry.....3	General Geometry.....3	European History.....3	Chemistry.....5
European History.....3	European History.....3	European History.....3	Astronomy.....3	Astronomy.....3
Chemistry.....5	Chemistry.....5	Chemistry.....5		Elective.....4
Astronomy.....3	Astronomy.....3	Astronomy.....3		
Horace.....3	Horace.....3	Lucian.....2	General Geometry.....3	European History.....3
Greek Orators.....4	General Geometry.....3	General Geometry.....3	Chemistry.....5	Chemistry.....5
European History.....3	European History.....3	European History.....3	Advanced Physics.....3	Elective.....7
Chemistry.....5	Chemistry.....5	Chemistry.....5	French.....3	*French.....3
Advanced Physics.....3	Advanced Physics.....3	Advanced Physics.....3	European History.....3	European History.....3
French.....3	French.....3	French.....3	Astronomy.....3	Astronomy.....3
European History.....3	Eur. His. (or Physics).....3	Eur. His. (or Physics).....3	Calculus.....5	Elective.....6
Astronomy.....3	Calculus.....5	Calculus.....5		
Elective.....6				

JUNIOR AND SENIOR YEARS.

This table contains, in addition, all the Elective studies of the preceding years, except those mentioned in the foot-note of the Letters Course. Not all the courses laid down in this table are usually given each year. Whatever shall be taught is determined principally by the demand, though other circumstances enter into the case.

PHILOSOPHY.	THEOLOGY.	LATIN.	GREEK AND HEBREW.	CHEMISTRY.	NORMAL COURSE.
Psychology.....5 History of Philosophy.....3 Res. Compar. Religions.....2	Old Testament History.....3 Res. Compar. Religions.....2	Cicero (De Senectute).....2 Horace (Odes).....2 Terence (Andria or Adelphi).....2 Livy (Book XXI).....3 Composition.....1 Tacitus (Germania and Agricola).....2 Reading at Sight.....1	Orators.....2 Biblical Greek.....2 Hebrew.....2 Drama.....2 Topography.....1 Neo-Hellenica.....1 Syriac.....2	General Chemistry.....5 Ultimate Organic Analysis.....3 Sanitary Science.....3 Alkaloids.....3 Water Analysis.....2 Quantitative Chemistry.....5	Psychology.....5 Methods in English.....2 Methods in Physiology.....2 Geography and Arithmetic.....2 School Laws and Systems, Michigan and other states.....2
Psychology.....3 History of Philosophy.....5 Theism.....5	New Testament History.....3 Res. Compar. Religions.....2	Horace (Satires).....2 Cicero (De Amicitia).....3 Catullus and the Elegiac Poets (Selections).....2 Cicero (Brutus).....3 Composition.....1 Reading at Sight.....1 Suetonius (Selections).....2	Drama.....2 Biblical Greek.....2 Hebrew.....2 Drama.....2 Normal Course.....1 Lucian.....2 Syriac.....2	Qualitative Analysis.....5 Organic Chemistry.....2 Organic Synthesis.....2 Ultimate Organic Analysis.....3 Iron and Steel.....3	Applied Psychology.....4 History of Education.....2 School Systems of France and Germany.....3
Moral Science.....5 Logic.....5	Church History.....4 Evidences of Christianity.....4 Res. Compar. Religions.....2	Horace (Epistles).....2 Cicero (De Officiis).....3 Ovid (Fasti).....2 Plautus (Captives).....3 Reading at Sight.....1 Tacitus (Annals—Selections).....3	Philosophy.....2 Biblical Greek.....2 Hebrew.....2 Drama.....2 Mythology.....1 Poetry.....2 Syriac.....2	Ad. Qualitative Analysis.....3 Mineralogy.....3 Organic Chemistry.....5	History of Education.....2 Normal German.....1 *Normal Latin.....2 *Normal Greek.....2 Observation and Nature Work.....1 School Organization.....1 Essays through the Course.....1 *Optional Detailed outline of the Course given elsewhere.

JUNIOR AND SENIOR YEARS CONTINUED.

NATURAL SCIENCE.	HISTORY, POLITICS AND ECONOMICS.	ENGLISH.	MATHEMATICS PURE AND APPLIED.	MODERN LANGUAGES.
Invertebrate Morphology.....3	Political History U. S. 1781-1877.....3	Science of Rhetoric.....3	Calculus.....3	French as described in the outline of work.....3
Embryology.....3	Constitutional History England, 1666-1485.....2	Old English (Anglo-Saxon).....3	Astronomy.....3	German as described in the outline of work.....3
	Political Economy.....4	History of English Literature.....3	Quaternions.....3	Italian.....3
	Political Science.....2	Study of Chaucer.....3		Spanish.....3
		English Masterpieces.....3		
Invertebrate Morphology.....3	Political History U. S. 1817-1847.....3	Science of Rhetoric.....3	Calculus.....3	French as described in the outline of work.....3
Geology.....3	Constitutional History England 1485-1689.....2	Old English.....3	Physics.....3	German as described in the outline of work.....3
Biological Theories.....2	Political Economy (Advanced Theory).....2	Early Middle English.....3	Astronomy.....3	Italian.....3
Bacteriology.....2	Socialism and Co-operation.....2	Study of Shakespeare and 18th Centuries.....3		Spanish.....3
Adv. Zoology.....3	Political Institutions of the U. S.....2			
	Financial History U. S.....1			
Vertebrate Morphology.....3	Political History U. S. 1847-1877.....3	Problems in Literary Criticism.....3	Physics.....3	French as described in the outline of work.....3
Advanced Microscopy.....2	Constitutional History U. S. 1689-1894.....3	Old English.....3	Modern H. Algebra including Determinants.....2	German as described in the outline of work.....3
Methods in Nature Work.....1	Political Economy (Research).....2	Late Middle English.....3	Astronomy.....3	Italian.....3
Cryptogamic Botany.....2	Political Institutions U. S.....3	American Masterpieces.....3	Surveying.....3	Spanish.....3
Comp. Anal. of Vertebrates.....3	International Law.....3	19th Century Literature.....3		
Adv. Zoology.....3	Financial History U. S.....1			

NOTES ON THE FOREGOING.

1. A few studies and but a few are elective previous to the Junior year, except in the Letters course.

2. Nearly all studies in the Senior and Junior years are elective with the exception of Psychology, Logic and Science of Rhetoric.

3. Students in these years must select from at least two lines.

4. It is recommended that they select from three lines. These selections will be made under the advice of the Faculty, so that consistency of work may be secured.

5. It is the judgment of the Faculty that by the time the student reaches the Junior Year the attention should be concentrated on a comparatively small number of subjects.

6. Fifteen hours of recitation each week is considered full work.

7. A large amount of research work will be prosecuted during the Junior and Senior years.

8. *The degree conferred at graduation will generally be determined by the course pursued up to the close of the Sophomore year.* The Junior and Senior studies are largely of a university character, preparing the student for independent investigation when from graduation he must carry forward his studies without the presence and guidance of a living teacher. The lines of study provided are so broad and varied that the candidate for any of the professions, as well as the business man, can obtain here the scholarship which will best fit him for his chosen and anticipated mode of life.

It will be seen that the order in which some of the studies are pursued is not quite the same as that adopted in many institutions; but no confusion grows out of this arrangement, as all the studies are taught in contiguous years. Those who have pursued Latin and Greek before any of the modern

languages find no inconvenience in taking up these modern languages at any point in their course. Whatever may have been the order of study in the High Schools, the classification will depend on the amount and value of the work done, not on the fact of pursuing the precise branches laid down in our Preparatory School. Students who have prepared for college in the English Course can change to a course containing more language because of advantages for studying the same in our Preparatory School. This will, however, somewhat lengthen their course.

ACADEMIC WORK.

Students preferring not to take language work, and not preparing for college, can pursue such studies as they may elect provided the scholarship already gained will enable them to carry forward the work successfully. No tuition is charged, but in addition to the regular incidental fee the matriculation fee of five dollars must be paid if college studies are pursued.

Work Exhibited by Courses.

A course of instruction in this analysis comprises, or is equal to, a continuous daily study and recitation in some line for a period of one-third of the school year. A student will ordinarily carry forward three courses—or an amount of work equal to three courses—at the same time, in other words, he will do the work of three courses in a term.

PREPARATORY.

Courses of instruction in Sub-Collegiate Department—number and kind.

CLASSICAL.

Foreign Languages—Ancient and Modern.....	17 2-5
English Language.....	6 3-5
Mathematics.....	5
History.....	5 2-5
Physical Science.....	1 4-5
Biological Science.....	2 2-5

LATIN SCIENTIFIC.

Foreign Languages—Ancient and Modern.....	12 4-5
English Language.....	7 3-5
Mathematics.....	5
History.....	6 3-5
Physical Science.....	2 4-5
Biological Science.....	3 3-5

GREEK SCIENTIFIC.

Foreign Languages—Ancient and Modern.....	12 4-5
English Language.....	7 3-5
Mathematics.....	5
History.....	6 3-5
Physical Science.....	2 4-5
Biological Science.....	3 3-5

SCIENTIFIC.

Foreign Languages—Ancient and Modern.....	11 3-5
English Language.....	7 3-5
Mathematics.....	5
History.....	7 4-5
Physical Science.....	2 4-5
Biological Science.....	3 3-5

The work under the head of Letters cannot intelligibly be represented by courses as wide elections are allowed; yet in foreign languages at least nine courses must be taken.

COLLEGE OF LIBERAL ARTS.***Freshman and Sophomore Years.*****CLASSICAL.**

Foreign Languages—Ancient and Modern	9 3-5
Mathematics	2 2-5
History	1 4-5
Physical Science	2 3-5

LATIN SCIENTIFIC.

Foreign Languages—Ancient and Modern	6 2-5
English Language	3-5
Mathematics	7
History	1 4-5
Physical Science	4 2-5

GREEK SCIENTIFIC.

Foreign Languages—Ancient and Modern	6 2-5
English Language	3-5
Mathematics	7
History	1 4-5
Physical Science	4 2-5

SCIENTIFIC.

Foreign Languages—Ancient and Modern	3 2-5
English Language	3-5
Mathematics	7
History	1 4-5
Physical Science	4 2-5
Biological Science	2 1-5

In the Junior and Senior Years all the work is elective except Psychology, Logic and Science of Rhetoric. Courses are offered as follows, out of which 18 must be taken:

Philosophy	6 1-5
Theology	4
Latin	8
Greek (and Hebrew)	7 3-5
Chemistry	10 3-5
Biology	6 3-5
Geology and Methods in Nature	1 2-5
History, Politics and Economics	7 2-5
English	9
Mathematics Pure and Applied	5 4-5
Modern Languages	10 3-5
Normal Studies	4 3-5

Outline of Work in the Several Literary Departments.

GERMAN.

Required.

COURSE I.

Sheldon's Short German Grammar. Drill in Grammatical Forms and German Composition. Five hours a week throughout the first year. Translation and reading at sight of ordinary German Prose.

II.

German Writers of the 18th and 19th Centuries. Prose and Poetry, Composition and Reading at Sight. First term, three hours.

III.

Historical German. German Composition. Second term, three hours.

IV.

Scientific German. Third term, three hours

V.

Subjects in History, Literature and Philosophy. First term, three hours.

VI.

Lessing's Influence on German Literature. Second term, three hours.

Elective.

VII.

Critical study of Goethe's Faust. First term, three hours.

VIII.

German Composition and Conversation. First term, three hours.

IX.

Goethe and the Romantic School. Second term, three hours.

X.

German Grammar and practice in writing German. Third term, two hours.

XI.

Nibelungenlied, Kudrun, Iwein, Walther von der Vogelweide. Translation into Modern German. Twice a week throughout the year.

XII.

General History of German Literature. Lectures with collateral reading.

XIII.

German Seminar. Once a week, a two-hour session.

FRENCH.

Required.

COURSE I.

Edgren's French Grammar, French Composition, Translation and reading at sight of easy French Prose. First and second terms, three hours; third term, five hours.

II.

French Prose and Poetry. Third term, three hours

Elective.

III.

Corneille's *Le Cid* and *Horace*. First term, three hours.

IV.

Morceaux Choisi de *Darmesteter*. Second term, three hours.

V.

French Composition and Conversation. Second term, three hours.

VI.

Victor Hugo's *Hernani* and *Ruy Blas*. Third term, three hours.

VII.

Corneille, Racine, Moliere. Third term, two hours

VIII.

Bartsch, Old French Reader, *La Chanson de Roland*, etc. Twice a week throughout the year.

IX.

French Seminar. One two-hour session.

ITALIAN.

I. Toscani's Grammar—Composition—I Promessi Sposi

II. Grammar—Selections from Ariosto—Boccaccio—Petrarca and Dante

SPANISH.

I. Jose's Grammar—Composition—El Eco de Madrid—Gil Blas.

II. Grammar—Selections from Calderon—Lope de Vega—Cervantes.

The French and German courses not marked "Required" can only be taken by students who have been studying French and German for at least two years

Other courses in French and German may be substituted in place of the afore-mentioned French and German electives, or new ones added subject to the demand of the student and the discretion of the instructor

LATIN.

The College uses the Roman method of pronouncing Latin.

Required.

The required work in Latin begins with the second year of the Preparatory Course and is continued till the third term of the Sophomore year, embracing in all fourteen terms with five recitations a week the first three terms, four the next three, and three recitations a week each of the remaining terms.

FIRST YEAR.

The instruction will begin with Tuell & Fowler's "First Book in Latin," which will run through two terms, and be followed in the third term with Cæsar's Gallic War (Book I.) by Lowe and Ewing, Riggs' *In Latinum*, and Harkness' *Standard Latin Grammar (Rules of Syntax.)*

SECOND YEAR.

Cæsar (Books II. and III.)—Composition—Gradatim (at sight)—Grammar (Etymology, Inflection). First term, four hours.

Cæsar (Parts of Books IV., V. and VI.)—Composition—Gradatim (at sight)—Grammar (Etymology, Inflection and Formation of Words). First term, four hours.

Cicero (two Orations)—Composition (Riggs' in *Latinum*—Part II.)—Reading Letters at Sight—Grammar (Syntax). Third term, four hours.

THIRD YEAR.

Cicero (two Orations)—Composition—Grammar (Syntax of Noun, Adjective and Pronoun)—Reading Letters at Sight. First term, three hours.

Cicero (two Orations)—Ovid (Selections).—Composition.—Grammar (Syntax of Verb and Prosody). Second term, three hours.

Ovid (Selections)—Grammar (Syntax of Verb and Prosody)—Collateral Reading. Third term, three hours.

FRESHMAN YEAR.

Vergil (*Æneid*—Book I. and part of Book II.)—Reading at Sight. First term, three hours.

Vergil (Books II.—in part III. and IV.)—Reading at Sight. Second term, three hours.

Vergil (Books V. and VI.)—Reading at Sight—Collateral Reading. Third term, three hours.

SOPHOMORE YEAR.

Livy (Book I.)—Reading at Sight—Collateral Reading. First term, three hours.

Horace (Selections from Odes)—Grammar (Prosody). Reading at Sight.

Elective Courses.

- I. Cicero (De Senectute). First term, two hours.
- II. Horace (Odes). First term, two hours.
- III. Terence (Andria or Adelphi). First term, two hours.
- IV. Livy (Book XXI.). First term, three hours.
- V. Composition. First term, one hour.
- VI. Tacitus (Germania and Agricola). First term, two hours.
- VII. Reading at Sight. First term, one hour.
- VIII. Horace (Satires). Second term, two hours.
- IX. Cicero (De Amicitia)—Collateral Reading. Second term, two hours.
- X. Catullus and the Elegiac Poets (Selections). Second term, two hours.
- XI. Cicero (Brutus). Second term, three hours.
- XII. Composition. Second term, one hour.
- XIII. Reading at Sight. Second term, one hour.
- XIV. Suetonius (Selections from Books I. and II.). Second term, two hours.
- XV. Horace (Epistles). Third term, two hours.
- XVI. Cicero (De Officiis). Third term, three hours.
- XVII. Ovid (Fasti). Third term, two hours.
- XVIII. Plautus (Captives). Third term, three hours.
- XIX. Reading at Sight. Third term, one hour.
- XX. Tacitus (Annals—selections). Third term, three hours.

CHEMISTRY.

One term of General Chemistry is required for admission to the college classes. This course should deal largely with the facts and phenomena of Chemistry and in a less degree with Chemical theories.

College Required—1. Advanced Chemistry of the Non-Metals, three times per week. Fall term.

2. Inductive Laboratory practice in General Chemistry, two days each week, two hours per day. Fall term.

3. Qualitative Chemical Analysis. Laboratory practice two hours each day of the week. Winter term.

Elective. 4. Advanced Qualitative Chemical Analysis, with special study of oxidation and reduction. Laboratory work three days per week, two hours each day. Spring term.

5. Synthetical preparation of Inorganic Chemicals, two days per week, two hours per day. Spring term.

6. Quantitative Chemistry. Laboratory work ten hours per week. Fall term. This course may be taken by any student who has completed the first three courses.

7. Organic Chemistry. The study of the text, with lectures, three days per week; laboratory work in Synthetical Preparations, four hour per week. Winter term. This course may be taken by students who have completed courses 1, 2 and 3.

8. Course 5 continued during Spring term. Five days per week.

9. Mineralogy, descriptive and determinative; Laboratory work two hours per day, three days per week, Spring term. This course open to those who have completed courses 1, 2 and 3.

10. The Alkaloids; three days per week, two hours per day. This course can only be taken after course 8 is completed. Fall term.

11. Iron and Steel Analysis; fifteen hours Laboratory work per week, Winter term. Taken after course 6 is completed.

12. Ultimate Organic Analysis, three days per week, three hours per day, Fall or Winter term. This course may be taken after course 8 is completed.

13. Water Analysis, two days per week, two hours per day, Fall term.

14. Provision will be made for Special Students in any line of Chemical investigation. Students expecting to teach will be given work to prepare them in Chemical manipulation, the care and management of a laboratory, etc.

It will be seen that after courses 1, 2 and 3 have been completed, the work in Chemistry may divide into two lines depending on the prospective future work of the student. For Mechanical, Mining or Civil Engineering, courses 4, 5, 6, 9 and 11 may be taken.

For Medicine or Pharmacy, courses 7, 8, 10 and 12 may be included and 9 and 11 omitted

Sanitary Science—Lectures and research work three days each week, Fall term.

GREEK.

Required for Classical Students.

COURSE I.

White's Beginners' Greek Book; five hours a week throughout the year

II.

Anabasis. First term, four hours.

Anabasis. Second term, four hours.

Anabasis or Hellenica. Third term, four hours.

III.

Iliad. The Homeric Question Prosody. First term, three hours.

Iliad. Studies in Greek Language and Life in Homeric Literature. Second term, three hours.

Herodotus. Morphology and Etymology, Collateral readings in Greek History. Third term, three hours.

IV.

Greek Drama. First term, three hours. (Required only for Greek Scientific students, elective for others).

Thucydides. Second term, four hours.

Odyssey. Third term, three hours.

Elective.

V.

1. Pausanias. The topography of Ancient Athens. First term, two hours.

2. Greek Orators. Collateral reading in Jebb's Greek Orators, Butcher's Demosthenes and Jebb's Greek Literature. Second term, three hours.

3. Greek Philosophy, Plato, Erithyphro, Apologia, Crito, Phædo. Collateral reading in Zeller's Outlines of Greek Philosophy. Third term, three hours.

N. B.—Courses 2 and 3 are required for Greek Scientific students, or courses 2 and 3 in VI

VI.

1. Neo-Hellenic. First term, two hours.

2. Sophocles' Oedipus Tyrannus. Second term, three hours.

3. Lucian. Third term, three hours.

Courses V. and VI. will be given in alternate years, course V. being given in 1895-96.

VII.

Biblical Greek. Harmony of the Gospels. Two hours a week throughout the year.

VIII.

Biblical Greek. The Apostolic Church. The Acts. The Epistles. The Didache. Two hours a week throughout the year.

IX.

Biblical Greek. The Septuagint. Christian Archæology. Two hours a week throughout the year.

Course IX in 1895-96.

X.

Greek Drama. Æschylus, Sophocles, Euripides, Aristophanes. Collateral reading in Haigh's Attic Theatre, Moulton's Ancient Classical Drama, and Schlegel's Dramatic Art and Literature. Twice a week.

XI.

Normal Course. A brief course, consisting chiefly of lectures and designed especially for those who intend to teach Greek, but open to all who have taken I.-II. Members of the class will prepare papers on subjects connected with classical study. First term, one hour.

XII.

Greek Mythology. Second term, one hour
Open to college students in any course.

XIII.

Greek Art. Third term, one hour.
Open to college students in any course.

XIV.

University Extension Course. Third term, one hour
Open to college students in any course.

XV.

Greek Conversation. One hour a week throughout the year.

XVI.

Sight Reading. Twice a week throughout the year.

XVII.

The Greek Seminary offers special facilities for students wishing to do advanced or post-graduate work. Courses will be arranged to meet as far as possible, the requirements of individual students. In addition to research work in Literature and History there will be studies in Epigraphy, Archaeology and Grammar, with original composition in Greek, by the students upon Historical and Literary subjects. Once a week throughout the year.

MATHEMATICS.

Arithmetic is taught in connection with the Business Department.

The Preparatory work covers three terms in Algebra and three terms in Geometry.

The following courses are provided in the Collegiate department:

1. Solid Geometry—a course of *five hours*. Fall term.
2. Advanced Algebra—two courses of *five hours each*. Fall and Winter terms.

3. Plane and Spherical Trigonometry—a course of *seven hours*. Winter and Spring terms.

4. General Geometry—a course of *six hours*. Winter and Spring terms.

5. Differential and Integral Calculus, with their applications to Geometry and Physical Science—a course of *five hours*. Spring term.

6. Advanced Calculus—a course of *three hours*. Fall term.

7. Advanced Calculus—a course of *three hours*. Winter term.

8. Modern High Algebra, including determinants—a course of *two hours*. Spring term.

9. Quaternions—a course of *three hours*. Fall term.

Courses 2, 4, 6 and 7 may be elected by students in whose General Courses they are not required studies.

ASTRONOMY AND APPLIED MATHEMATICS.

ASTRONOMY.

1. Courses of *three hours* each are given during the Fall and Spring terms in Descriptive Astronomy. Sophomore required course.

2. *Elective*. A course of *three hours* per week during the entire year, including a large amount of practical work in the observatory, solar and lunar eclipses, reductions for obtaining time, latitude, longitude, etc.

3. Students desiring to do more advanced work will be given special direction in various lines of investigation, and will be granted free use of the Observatory equipment in the prosecution of their studies.

PHYSICS.

1. An elementary course of *three hours* per week extending through the year.

2. Courses of *three hours* each in the Winter and Spring terms (Sophomore), largely mathematical in treatment.

3. A course of *one hour* in the Spring term, in Sound in its relations to Music. This is a Conservatory class.

SURVEYING.

Elective.—A course of *three hours* during the Spring term in Practical Surveying.

BIOLOGY.

BOTANY.

1. A course of *three hours* per week extending through the Winter and Spring terms of the first year

2. Cryptogamic Botany Two *two-hour* Laboratory exercises per week during the Spring term.

3 Bacteriology *Two hours* Winter term

ZOOLOGY.

1 Physiology A course of *two hours* per week throughout the second year.

2 Zoology. A course of *four hours* in the Fall and *two hours* in the Winter term of the Fourth Preparatory year. Study from actual specimens is carried on as far as possible. Students who enter the college without Zoology should take this course as preparation for what follows.

3 Morphology of Invertebrates, Protozoa, Porifera, Coelenterata, Echinodermata. Fall term, *two hours* each day. Laboratory work and lectures

4 Morphology of Invertebrates: Vermes, Mollusea, Anthropoda. Winter term, three days per week, *two hours* each day. Laboratory work and lectures

5. Morphology of Vertebrates. *Three double-hours* per week through the Spring term. Laboratory work, lectures.

6. Comparative Embryology of Vertebrates. Fall term, *five double-hours* per week. Text book, Laboratory, lectures.

7. Comparative Anatomy of Vertebrates. Spring term, three days per week, *two hours* each day. Text book, Laboratory work and lectures.

8., 9. The courses in Geology, elsewhere described should follow the work above outlined.

10. Biological Theories. Text book and Seminar work. Winter term, *two hours*.

11., 12. Advanced Zoology. *Three hours* per week through the Winter and Spring terms.

Students who show special proficiency will be encouraged to continue the work, and will be offered all possible facilities in its prosecution.

A course in Advanced Microscopy, including methods, higher microscopical theory and the attainment of critical images will be given in the Spring term. *Two hours*.

A Normal Course of *one hour* in Methods in Observation and Nature Work will be given in the Spring term.

GEOLOGY.

1 Dynamical and Structural. Winter term, *three hours* per week.

2. Historical. Spring term, *three hours* per week.

HISTORY.

Courses given in the college.

I. Colonial History. Six hours; three hours in second term covering period to 1750; three hours in third term covering period 1750-1783. (This course is elective for Freshmen and Sophomores).

II. European History. Nine hours; three hours each term covering following periods: First term, 1453-1715; second term, 1715-1815; third term, 1815-1878. (Sophomores, required).

III. Political and Constitutional History of the United States. Nine hours; covering the period 1783-1885. Three hours each term. (Elective, Juniors and Seniors).

IV. Research in American History. Topics selected from the period 1845-1876. Four hours; two hours each in first and second terms. (Elective to those who have taken Course III).

V. Political and Constitutional History of England. Six hours; three hours in second term, covering the period 1066-1603; three hours in third term, covering the period 1603-1885. (Elective, Juniors and Seniors).

VI. History of Civilization. Six hours; three hours each in second and third terms. This course will alternate with Course V. (Elective, Juniors and Seniors).

POLITICS.

I. Political Science. Three hours, first term. (Elective, Juniors and Seniors).

II. Topics in Political Science. Two hours, second term. (Elective for those who have taken Course I).

III. American Political Institutions. Four hours, two hours each in second and third terms. (Elective, Juniors and Seniors).

IV. American Constitutional Law. Three hours, third term. (Elective, Juniors and Seniors).

V. International Law. Three hours, third term. (Elective, Juniors and Seniors).

Course V. alternates with Course IV.

ECONOMICS.

I. General Theory of Political Economy. Four hours, first term. (Elective, Juniors and Seniors).

II. Advanced Study in Theory of Political Economy. Two hours, second term. (Elective, Juniors and Seniors).

III. Socialism. Two hours, second term. (Elective, Juniors and Seniors).

IV. Taxation. Two hours, third term. (Elective, Juniors and Seniors.

V. Financial History of the United States. Four hours, two hours each in second and third terms. (Elective, Juniors and Seniors.

VI. Research—Special Topics. Two hours, third term. (Elective, Juniors and Seniors.

DEPARTMENT OF ENGLISH.

The tabulated courses contain a statement of the general lines pursued in this department. After the elementary work in English and American Literature, and in Rhetoric and Composition has been creditably done, the following advanced courses are offered: (a) A course in Rhetoric in which the laws of Mind, of Idea and of Form are philosophically discussed. Compositions and critical readings are required in order to call out the practical side of the discussions. This work is followed by a course in Literary Criticism. (b) An advanced course in the History of English Literature, covering three terms, is designed to show how history effects literature and language. A manual is used as direction in research work, and special reports are required. (c) A course in Old English runs through the year. Students who take this study should have some knowledge of German or Latin. (d) A course in Early and Late Middle English also covers three terms. Particular attention is given to Chaucer with reference to pronunciation and Historical Grammar. (e) One year is given to the study of Masterpieces, the Fall term, to those illustrating different periods of literary activity in England; the Winter term, to the plays of Shakespeare, and the Spring term to American Masterpieces. This course demands much research, and is for advanced students only. Each member of the class is required to write one essay and one critique. Forty-five minutes are allowed for the reading of these papers, after which they are deposited with the Head of the department and become the property of the Library.

The following is an outline of the work offered:

PREPARATORY COURSE IN LANGUAGE AND RHETORIC.

Required.

First Year—Two terms of English Grammar and one term Lockwood's Language Lessons. Five hours each term.

Second Year—Three terms Language Lessons. Three hours each term.

Third Year—Two terms Language Lessons. One term two hours, one term three hours.

Fourth Year—Rhetoric. Three hours throughout the year.

REMARKS—The student's knowledge of the principles of language is to be

tested in oral and written reproductions and paraphrases of choice pieces of literature to be studied in connection with the language work. The objects of these courses are: (a) to secure clear, correct thought and expression; (b) to secure an acquaintance with good literature and an appreciation of the same.

COLLEGE RHETORIC.

Required.

- I. Advanced Rhetoric. Fall term, three hours.
- II. Science of Rhetoric. Winter term, three hours.

Elective.

- III. Problems in Literary Criticism. Spring term, three hours.

ENGLISH LITERATURE.

Required.

- I. The works recommended by the Commission of Colleges in New England on Admission Examinations, and offered in the Preparatory Department of this Institution.

Elective.

- I. Old English. Elementary Course. Cook's First Book in Old English. Bright's Old English Reader. Three hours. Fall term.
- II. Advanced Course. Sievers-Cook's Old English Grammar, (2d edition). "Judith," "Elene," and portions of "Beowulf." Winter and Spring terms, three hours each.

MIDDLE ENGLISH.

- III. Sweet's First Middle English Primer. Morris' Specimens of Early English. Piers the Ploughman. Winter and Spring terms, three hours each.
- IV. Chaucer, with attention to Historical Grammar and pronunciation. Sweet's Second English Primer. The Prioresses Tale, The Clerkes Tale, The Squires Tale. Fall term, three hours.
- V. History of English Literature. Manual with Lectures. Reports and discussions. Fall term, three hours.
- VI. Seventeenth and Eighteenth Centuries in Literature. Manual with lectures. Reports and discussions. Winter term, three hours.
- VII. Nineteenth Century Literature. Reports, discussions and recitations. Spring term, three hours.

VIII. English Masterpieces. One two hour, and one one hour session per week. Fall term, three hours.

IX. Shakespeare. One two hour session and one one hour session per week. Winter term, three hours.

AMERICAN LITERATURE.

Required.

I. Study of authors with associated history and readings. (Freshmen)
Spring term, three hours.

Elective.

II. American Masterpieces. One two hour session and one one hour session per week. Spring term.

PREPARATORY COURSE IN ENGLISH.

FIRST YEAR.

FALL TERM: English Grammar, Longfellow's Evangeline, five hours.

WINTER TERM: English Grammar, Addison's Sir Roger de Coverly, The Cotter's Saturday Night, five hours.

SPRING TERM: Lockwood's Language Lessons, Whittier's Snow Bound, Irving's Sketch Book, five hours.

SECOND YEAR.

FALL TERM: Lockwood's Language Lessons, Lowell's Vision of Sir Launfal, Gray's Elegy in a Country Churchyard, three hours.

WINTER TERM: Lockwood's Language Lessons, The Deserted Village, The Ancient Mariner, three hours.

SPRING TERM: Lockwood's Language Lessons, The Lady of the Lake, David Copperfield, Dickens, three hours.

THIRD YEAR.

Not Required in Classical Course.

FALL TERM: Language Lessons, Sohrab and Rustum, Webster's First Bunker Hill Oration, two hours

SPRING TERM: Language Lessons, Emerson's American Scholar, Macaulay's Second Essay on the Earl of Chatham, three hours.

FOURTH YEAR.

FALL TERM: Rhetoric, Julius Caesar, The Merchant of Venice, three hours.

WINTER TERM: Rhetoric, The Twelfth Night, History of English Literature, three hours.

SPRING TERM. Rhetoric, History of English Literature, L'Allegro, Il Penseroso, Comus, Lycidas, Macaulay's Essay on Milton and Addison, three hours.

PHILOSOPHY.

Required.

I. Psychology—Method, by lectures and daily examination of standard authors.

Analysis of Mental Phenomena and Faculties specially insisted upon—first half of the year.

II. Logic—Inductive and Deductive—the identity of fundamental principles explained, and the special office of each form of Logic given. For outlines of the subject, Jevons or Hyslop; for fuller study of special subjects, Mill, Lotze, and other authors—half a year.

Elective.

III. Applied Psychology—This is required in the Normal course, but is elective for a degree. Pursued in the Winter term—four hours. Text book, McLellan—essays and discussions. All Normal students visit public schools to study methods of teaching.

IV. History of Philosophy—This must be preceded by Psychology in order that there may be a standard of Philosophy in the mind of the student with which to compare the theories advanced by the different Schools. A thorough analysis of each School will be presented, with the two-fold aim of learning the History of Philosophic Thought, and determining what is true in the different systems studied. The first half of the year—several works used.

V. Moral Science—The fundamental principles will first be considered, then their application to human life. This study follows Psychology, and is pursued in the latter half of the year. One term—Calderwood, Porter, and other authors included.

VI. Theism—Bowne used as a text book—taught during the Spring term.

VII. Evidences of Christianity—a careful scrutiny of the several classes of evidence relied upon, with the study of the bearings of the same on the question of divine revelation as appearing in the Bible.

X.

Greek Drama. Æschylus, Sophocles, Euripides, Aristophanes. Collateral reading in Haigh's Attic Theatre, Moulton's Ancient Classical Drama, and Schlegel's Dramatic Art and Literature. Twice a week.

XI.

Normal Course. A brief course, consisting chiefly of lectures and designed especially for those who intend to teach Greek, but open to all who have taken I.-II. Members of the class will prepare papers on subjects connected with classical study. First term, one hour.

XII.

Greek Mythology. Second term, one hour
Open to college students in any course.

XIII.

Greek Art. Third term, one hour.
Open to college students in any course.

XIV.

University Extension Course. Third term, one hour.
Open to college students in any course.

XV.

Greek Conversation. One hour a week throughout the year.

XVI.

Sight Reading. Twice a week throughout the year.

XVII.

The Greek Seminary offers special facilities for students wishing to do advanced or post-graduate work. Courses will be arranged to meet as far as possible, the requirements of individual students. In addition to research work in Literature and History there will be studies in Epigraphy, Archæology and Grammar, with original composition in Greek, by the students upon Historical and Literary subjects. Once a week throughout the year.

MATHEMATICS.

Arithmetic is taught in connection with the Business Department.

The Preparatory work covers three terms in Algebra and three terms in Geometry.

The following courses are provided in the Collegiate department:

1. Solid Geometry—a course of *five hours*. Fall term.
2. Advanced Algebra—two courses of *five hours each*. Fall and Winter terms.

3. Plane and Spherical Trigonometry—a course of *seven hours*. Winter and Spring terms.

4. General Geometry—a course of *six hours*. Winter and Spring terms.

5. Differential and Integral Calculus, with their applications to Geometry and Physical Science—a course of *five hours*. Spring term.

6. Advanced Calculus—a course of *three hours*. Fall term.

7. Advanced Calculus—a course of *three hours*. Winter term.

8. Modern High Algebra, including determinants—a course of *two hours*. Spring term.

9. Quaternions—a course of *three hours*. Fall term.

Courses 2, 4, 6 and 7 may be elected by students in whose General Courses they are not required studies.

ASTRONOMY AND APPLIED MATHEMATICS.

ASTRONOMY.

1. Courses of *three hours* each are given during the Fall and Spring terms in Descriptive Astronomy. Sophomore required course.

2. *Elective*. A course of *three hours* per week during the entire year, including a large amount of practical work in the observatory, solar and lunar eclipses, reductions for obtaining time, latitude, longitude, etc.

3. Students desiring to do more advanced work will be given special direction in various lines of investigation, and will be granted free use of the Observatory equipment in the prosecution of their studies.

PHYSICS.

1. An elementary course of *three hours* per week extending through the year.

2. Courses of *three hours* each in the Winter and Spring terms (Sophomore), largely mathematical in treatment.

3. A course of *one hour* in the Spring term, in Sound in its relations to Music. This is a Conservatory class.

SURVEYING.

Elective.—A course of *three hours* during the Spring term in Practical Surveying.

BIOLOGY.

BOTANY.

1. A course of *three hours* per week extending through the Winter and Spring terms of the first year

2. Cryptogamic Botany. Two *two-hour* Laboratory exercises per week during the Spring term.

3. Bacteriology. *Two hours*. Winter term.

ZOOLOGY.

1. Physiology. A course of *two hours* per week throughout the second year.

2. Zoology. A course of *four hours* in the Fall and *two hours* in the Winter term of the Fourth Preparatory year. Study from actual specimens is carried on as far as possible. Students who enter the college without Zoology should take this course as preparation for what follows.

3. Morphology of Invertebrates, Protozoa, Porifera, Coelenterata, Echinodermata. Fall term, *two hours* each day. Laboratory work and lectures.

4. Morphology of Invertebrates: Vermes, Mollusea, Anthropoda. Winter term, three days per week, *two hours* each day. Laboratory work and lectures.

5. Morphology of Vertebrates. *Three double-hours* per week through the Spring term. Laboratory work, lectures.

6. Comparative Embryology of Vertebrates. Fall term, *five double-hours* per week. Text book, Laboratory, lectures.

7. Comparative Anatomy of Vertebrates. Spring term, three days per week, *two hours* each day. Text book, Laboratory work and lectures.

8., 9. The courses in Geology, elsewhere described should follow the work above outlined.

10. Biological Theories. Text book and Seminar work. Winter term, *two hours*.

11., 12. Advanced Zoology. *Three hours* per week through the Winter and Spring terms.

Students who show special proficiency will be encouraged to continue the work, and will be offered all possible facilities in its prosecution.

A course in Advanced Microscopy, including methods, higher microscopical theory and the attainment of critical images will be given in the Spring term. *Two hours*.

A Normal Course of *one hour* in Methods in Observation and Nature Work will be given in the Spring term.

GEOLOGY.

1. Dynamical and Structural. Winter term, *three hours* per week.

2. Historical. Spring term, *three hours* per week.

HISTORY.

Courses given in the college.

I. Colonial History: Six hours; three hours in second term covering period to 1750; three hours in third term covering period 1750-1783. (This course is elective for Freshmen and Sophomores).

II. European History. Nine hours; three hours each term covering following periods: First term, 1453-1715; second term, 1715-1815; third term, 1815-1878. (Sophomores, required).

III. Political and Constitutional History of the United States. Nine hours; covering the period 1783-1885. Three hours each term. (Elective, Juniors and Seniors).

IV. Research in American History. Topics selected from the period 1845-1876. Four hours; two hours each in first and second terms. (Elective to those who have taken Course III).

V. Political and Constitutional History of England. Six hours; three hours in second term, covering the period 1666-1603; three hours in third term, covering the period 1603-1885. (Elective, Juniors and Seniors).

VI. History of Civilization. Six hours; three hours each in second and third terms. This course will alternate with Course V. (Elective, Juniors and Seniors).

POLITICS.

I. Political Science. Three hours, first term. (Elective, Juniors and Seniors).

II. Topics in Political Science. Two hours, second term. (Elective for those who have taken Course I).

III. American Political Institutions. Four hours, two hours each in second and third terms. (Elective, Juniors and Seniors).

IV. American Constitutional Law. Three hours, third term. (Elective, Juniors and Seniors).

V. International Law. Three hours, third term. (Elective, Juniors and Seniors).

Course V. alternates with Course IV.

ECONOMICS.

I. General Theory of Political Economy. Four hours, first term. (Elective, Juniors and Seniors).

II. Advanced Study in Theory of Political Economy. Two hours, second term. (Elective, Juniors and Seniors).

III. Socialism. Two hours, second term. (Elective, Juniors and Seniors).

IV. Taxation. Two hours, third term. (Elective, Juniors and Seniors.

V. Financial History of the United States. Four hours, two hours each in second and third terms. (Elective, Juniors and Seniors.

VI. Research—Special Topics. Two hours, third term. (Elective, Juniors and Seniors.

DEPARTMENT OF ENGLISH

The tabulated courses contain a statement of the general lines pursued in this department. After the elementary work in English and American Literature, and in Rhetoric and Composition has been creditably done, the following advanced courses are offered: (a) A course in Rhetoric in which the laws of Mind, of Idea and of Form are philosophically discussed. Compositions and critical readings are required in order to call out the practical side of the discussions. This work is followed by a course in Literary Criticism. (b) An advanced course in the History of English Literature, covering three terms, is designed to show how history effects literature and language. A manual is used as direction in research work, and special reports are required. (c) A course in Old English runs through the year. Students who take this study should have some knowledge of German or Latin. (d) A course in Early and Late Middle English also covers three terms. Particular attention is given to Chaucer with reference to pronunciation and Historical Grammar. (e) One year is given to the study of Masterpieces, the Fall term, to those illustrating different periods of literary activity in England; the Winter term, to the plays of Shakespeare, and the Spring term to American Masterpieces. This course demands much research, and is for advanced students only. Each member of the class is required to write one essay and one critique. Forty-five minutes are allowed for the reading of these papers, after which they are deposited with the Head of the department and become the property of the Library.

The following is an outline of the work offered:

PREPARATORY COURSE IN LANGUAGE AND RHETORIC.

Required.

First Year—Two terms of English Grammar and one term Lockwood's Language Lessons. Five hours each term.

Second Year—Three terms Language Lessons. Three hours each term.

Third Year—Two terms Language Lessons. One term two hours, one term three hours.

Fourth Year—Rhetoric. Three hours throughout the year.

REMARKS—The student's knowledge of the principles of language is to be

tested in oral and written reproductions and paraphrases of choice pieces of literature to be studied in connection with the language work. The objects of these courses are: (a) to secure clear, correct thought and expression; (b) to secure an acquaintance with good literature and an appreciation of the same.

COLLEGE RHETORIC.

Required.

- I. Advanced Rhetoric. Fall term, three hours.
- II. Science of Rhetoric. Winter term, three hours.

Elective.

- III. Problems in Literary Criticism. Spring term, three hours.

ENGLISH LITERATURE.

Required.

- I. The works recommended by the Commission of Colleges in New England on Admission Examinations, and offered in the Preparatory Department of this Institution.

Elective.

- I. Old English. Elementary Course. Cook's First Book in Old English. Bright's Old English Reader. Three hours. Fall term.
- II. Advanced Course. Sievers-Cook's Old English Grammar, (2d edition). "Judith," "Elene," and portions of "Beowulf." Winter and Spring terms, three hours each.

MIDDLE ENGLISH.

- III. Sweet's First Middle English Primer. Morris' Specimens of Early English. Piers the Ploughman. Winter and Spring terms, three hours each.
- IV. Chaucer, with attention to Historical Grammar and pronunciation. Sweet's Second English Primer. The Prioresses Tale, The Clerkes Tale, The Squires Tale. Fall term, three hours.
- V. History of English Literature. Manual with Lectures. Reports and discussions. Fall term, three hours.
- VI. Seventeenth and Eighteenth Centuries in Literature. Manual with lectures. Reports and discussions. Winter term, three hours.
- VII. Nineteenth Century Literature. Reports, discussions and recitations. Spring term, three hours.

VIII. English Masterpieces. One two hour, and one one hour session per week. Fall term, three hours.

IX. Shakespeare. One two hour session and one one hour session per week. Winter term, three hours.

AMERICAN LITERATURE.

Required.

I. Study of authors with associated history and readings. (Freshmen)
Spring term, three hours.

Elective.

II. American Masterpieces. One two hour session and one one hour session per week. Spring term.

PREPARATORY COURSE IN ENGLISH.

FIRST YEAR.

FALL TERM: English Grammar, Longfellow's Evangeline, five hours.

WINTER TERM: English Grammar, Addison's Sir Roger de Coverly, The Cotter's Saturday Night, five hours.

SPRING TERM: Lockwood's Language Lessons, Whittier's Snow Bound, Irving's Sketch Book, five hours.

SECOND YEAR.

FALL TERM: Lockwood's Language Lessons, Lowell's Vision of Sir Launfal, Gray's Elegy in a Country Churchyard, three hours.

WINTER TERM: Lockwood's Language Lessons, The Deserted Village, The Ancient Mariner, three hours.

SPRING TERM: Lockwood's Language Lessons, The Lady of the Lake, David Copperfield, Dickens, three hours.

THIRD YEAR.

Not Required in Classical Course.

FALL TERM: Language Lessons, Sohrab and Rüstum, Webster's First Bunker Hill Oration, two hours.

SPRING TERM: Language Lessons, Emerson's American Scholar, Macaulay's Second Essay on the Earl of Chatham, three hours.

FOURTH YEAR.

FALL TERM: Rhetoric, Julius Caesar, The Merchant of Venice, three hours.

WINTER TERM: Rhetoric, The Twelfth Night, History of English Literature, three hours.

SPRING TERM: Rhetoric, History of English Literature, L'Allegro, Il Penseroso, Comus, Lycidas, Macaulay's Essay on Milton and Addison, three hours.

PHILOSOPHY.

Required.

I. Psychology—Method, by lectures and daily examination of standard authors.

Analysis of Mental Phenomena and Faculties specially insisted upon—first half of the year.

II. Logic—Inductive and Deductive—the identity of fundamental principles explained, and the special office of each form of Logic given. For outlines of the subject, Jevons or Hyslop; for fuller study of special subjects, Mill, Lotze, and other authors—half a year.

Elective.

III. Applied Psychology—This is required in the Normal course, but is elective for a degree. Pursued in the Winter term—four hours. Text book, McLellan—essays and discussions. All Normal students visit public schools to study methods of teaching.

IV. History of Philosophy—This must be preceded by Psychology in order that there may be a standard of Philosophy in the mind of the student with which to compare the theories advanced by the different Schools. A thorough analysis of each School will be presented, with the two-fold aim of learning the History of Philosophic Thought, and determining what is true in the different systems studied. The first half of the year—several works used.

V. Moral Science—The fundamental principles will first be considered, then their application to human life. This study follows Psychology, and is pursued in the latter half of the year. One term—Calderwood, Porter, and other authors included.

VI. Theism—Bowne used as a text book—taught during the Spring term.

VII. Evidences of Christianity—a careful scrutiny of the several classes of evidence relied upon, with the study of the bearings of the same on the question of divine revelation as appearing in the Bible.

NORMAL WORK.

One third of a year must be devoted to the study of Psychology before any student can take up the Psychological work of this course.

Applied Psychology—Four hours—Text book, McLellan. In addition, a comparison of the views of several other writers.

Testing of the principles and methods by visits to several High Schools.

History of education, four hours—taken up after the student has had a full course in Psychology. The course consists of the study of educational theories since the Renaissance with introductory survey of earlier theories. Quick's Educational Reformers is used as a text book with collateral readings from the leading authors.

In addition to text book work members of the class read and report on the principal educational classics, also the biographies of great educators.

The French and German systems of education are taught by lectures with the aid of the best authors.

Methods in Physiology and Geography:

(1) Subjects are treated by topics.

(2) Committees appointed to formulate methods of teaching. Reports made, criticised. Portions of the lessons taught by different members. Committees report on the work of other committees, the teacher finally criticising students' reports and criticisms.

In Methods in English there is class drill in Orthography and Orthœpy, elements of sentence structure, logical classification of phrases and clauses, paragraph structure, etc.

The fundamental principles and the philosophy of grammar both as a system and an instrument to the ends of interpretation, of investigation, and of criticism.

An effort is made to develop the imagination through use of imaginative literature, and to develop the power of clear, correct thought and expression.

The school system of Michigan is carefully studied and also the school systems of several of the leading States of the Union.

Observation and nature work is intended to fit the teacher to bring the pupil in touch with nature as a great system of truth.

School laws of Michigan and many other States are carefully studied and compared and methods of school organization given in detail and discussed.

Attention given to methods of teaching as based on Psychology and experience.

Further Courses of Study.

CONSERVATORY OF MUSIC.

PIANO.

GRADE I.—Foundation studies by Emery, Matthews' twenty lessons to a beginner, studies by Gurlitt, Kohler, Biehl, Loeschhorn.

GRADE II.—Kohler, Op. 50. Duvernoy, Op. 120. Loeschhorn, Op. 65. Doring, Op. 8, Book I.

GRADE III.—Bertini, Op. 29. Loeschhorn, Op. 66, Book I. Heller, Op. 47. Kohler, Op. 60, Doring, Op. 8. Mohr, Books I and II.

GRADE IV.—Loeschhorn, Op. 66, Books II. and III. Berens, Op. 61, Book I. Kohler, Op. 128, Book I. Heller, Op. 46. Mohr, Book III.

GRADE V.—Loeschhorn, Op. 67. Heller, Op. 16. Kohler, Op. 128, Book II. Berens, Op. 61, Book II. Schmidt, School of Velocity.

GRADE VI.—Cramer's Studies. Loeschhorn, Op. 118. Reinecke, Op. 121. Bach's Inventions. Harmony. Musical History.

GRADE VII.—Cramer's Studies. Chopin, Op. 10. Moschelles, Op. 70. Kessler, Op. 20. Clementi—Harmony. Musical History. Text Books.—Parker, Jadassohn, Ayer's Counterpoint.

ORGAN.

1ST YEAR.—Dr. Stainer's Organ Primer. Whitney's First Six Months on the Organ. Thirty Progressive Studies by Best. Op. 33.

2D YEAR.—The Art of Organ Playing by Best, Part I. Studies in Pedal Phrasing, Dudley Buck. Op. 249, Book I. Thayer's Pedal Studies. Selected pieces by various composers

3D YEAR.—The Art of Organ Playing by Best, Book II. Lemmon's Organ School, Part II. Sonatas by Mendelssohn and selected pieces by Buck, Eddy, Haupt, Thayer, and various composers.

4TH YEAR.—Bach Fugues, Sonatas, Preludes, and Concert pieces by modern composers.

VIOLIN.

1ST YEAR.—Violin Primer by Tours. 1st Book of Etudes, Kayser. Etudes Specials, Herrman. Easy pieces.

2D YEAR.—Violin Technic, Schradick. Violin Scales, Schradick. Etudes, Kayser. Pieces adapted to that grade.

3D YEAR.—1st 20 Etudes, Kreutzer, Etudes Brilliantes, Alard. Concert pieces, etc.

4TH YEAR.—Etudes, Kreutzer. Etudes and Compositions by Wieniawski. DeBeriot, Raff, Viotte, etc. Harmony and Musical History.

VOICE CULTURE.

It is the aim of the Vocal Department to secure systematic training on the basis of the best Italian Method, and comprises a course of four years. The following studies are used:

Abt, Concone, Behnke and Pierce, Lutgen, Lieber, Marchesi, Garcia, etc.

A two years' course in Harmony and Musical History is required, and the study of the piano or organ strongly recommended in order to enable the student to play accompaniments.

COMMERCIAL DEPARTMENT.

FALL TERM.	WINTER TERM.	SPRING TERM.
Book-keeping and Business Practice.	Book-keeping and Business Practice.	Book-keeping and Office Work.
English Grammar.	English Grammar.	Commercial Geography
Penmanship.	Penmanship.	Penmanship.
Commercial Arithmetic.	Commercial Arithmetic.	Commercial Arithmetic.
Correspondence.	Commercial Law.	Civil Government
Spelling.	Spelling.	Rapid Calculation.

A friend of the College has offered a prize to be given to that student who shall pass the best examination in the required Greek of the Freshmen and Sophomore years. It will be open to contestants from the Classical and Greek-Scientific courses.

Methods.

The introduction of a large amount of elective work in the College of Liberal Arts has led of late years to some decided changes in our methods. The work of the earlier years is carried forward largely by means of recitations. In some of the departments the lecture system is used to a considerable extent. But there are results which cannot be well wrought out on either of these lines. The student must do much more than show that he has faithfully studied a text-book, or attentively listened to a lecture given by a Professor. Many authors need to be consulted, special inquiries prosecuted, original investigations made, the head of the department guiding rather than teaching, so that the student may gain efficiency as an independent thinker or searcher after truth. A part of this work is carried forward through a

SCIENCE ASSOCIATION.

This was organized a few years ago. The association is divided into several sections devoted respectively to Natural and Physical Science, to Language and Literature, to Political and Social Science, etc. The sections meet separately each week for an hour and a half for a presentation of reports on the latest books and periodicals; and for the reading and discussion of original papers. The membership consists of students (mainly from the upper classes), members of the Faculty, resident graduates, and such other residents as may be interested and prepared for the work. This association has already proved of great value in stimulating students and teachers to keep up with the latest work being done in the various fields of study, in providing opportunity for the fuller investigation of subjects which can be little more than touched upon in the class-room, and in giving to all practice

in that thorough and independent working-up of special topics which is necessary in the future work of those who enter the learned professions. The research work upon which we have for some time laid stress is carried on mainly, though not fully, through this association.

THE GREEK SEMINAR.

The object of the Greek Seminar has been to afford opportunity for specialization on the part of those who wish to make a more thorough study of the Greek language and literature than is possible in the regular classes. Special topics have been assigned for investigation, articles have been written in Greek, and various works have been translated from Greek. Reports have been made also upon current topics relating to classical study. Extended translations have been from Homer, Demosthenes and Sophocles.

Graduation.

Persons are granted the honor of Graduation from the Institution upon satisfactory completion of some prescribed curriculum of study. Four *Bachelor degrees* are given in the

COLLEGE OF LIBERAL ARTS.

Bachelor of Arts [A. B.] is conferred on all who complete the Classical course.

Bachelor of Philosophy [Ph. B.] is conferred on all who complete the Latin-Scientific or the Greek-Scientific course.

Bachelor of Science [B. S.] is conferred on all who complete the Scientific course.

Bachelor of Letters [B. L.] is conferred on all who complete the Letters course.

Two Bachelor Degrees are conferred at the completion of certain other courses:

Bachelor of Music [B. M.] is granted at the completion of a certain course in Piano music carried forward in connection with a prescribed amount of literary work.

Bachelor of Painting [B. P.] is granted at the completion of a prescribed course in painting and literary work.

DIPLOMAS.

A graduating diploma is given to the student completing a course of seven grades in Piano music.

A graduating diploma is granted to each student completing the four years' course in the Theory and Art of Painting.

A diploma is granted to each student completing either the general business course or the short-hand and typewriting course in the Commercial Department.

The above degrees or graduating diplomas are granted only on satisfactory examination, and payment of the regular fee; and the name of no student will be presented by the Faculty to the Board of Trustees for graduation till he has submitted to the Faculty the receipt of the Secretary for the payment of all dues, including the fee for diploma.

MASTERS' DEGREES.

The degree of A. M., Ph. M., M. S. or M. L., unlike that of LL. D. or D. D., is, in theory, not honorary, but a voucher for the recipient's actual and ascertained progress in some special line of post-graduate work; while in practice these degrees have been almost universally conferred by American colleges without any reference to the preparation or fitness of the candidate.

The following regulations have been adopted in regard to the granting of the degrees of A. M., Ph. M. and M. S.:

The degree of Master of Arts will be granted to Bachelors of Art of Albion College, who shall have finished, in a satis-

factory manner, a course of resident, advanced study in Albion College, for a period of at least one year after graduation. The degree may also be granted, under similar conditions, to those spending two years in resident study in a non-professional department of another college, or three years in non-professional study *in absentia*. The work to be done in the two cases last named must, however, be equivalent in the aggregate to that required of resident graduate students.

A major, and two minor lines of work must be prosecuted, one-half of the total amount of work being upon the major course.

The course of study will be under the direction of the Committee on Graduate Instruction, acting with the heads of the departments in which the candidate desires to study.

Candidates will be required to present a thesis, and pass a satisfactory examination, either oral or written.

Bachelors of Art of other colleges, of satisfactory grade of scholarship, may receive the Master's degree after one year's resident study under the conditions specified above.

The same conditions will govern the granting of the Master's degree to Bachelors of Philosophy and Bachelors of Science. In all cases where the work to be done embraces original investigation and research, the candidate for any of these degrees may be required also to present exhibits showing the results of such work.

Thesis and exhibits must be submitted to the Committee before the first of May, and candidates must present themselves for examination during the first two weeks prior to Commencement week. The examinations will be public.

The fee for the degree will be ten dollars.

The Committee on Graduate Instruction consists of Professors Delos Fall, Samuel D. Barr and F. S. Goodrich. Communications should be addressed to Prof. S. D. Barr, Secretary of the Committee.

General Statements.

CLOSING EXAMINATIONS.

1. All students must be present at examinations and the closing recitations of the term, or no credit will be given for the work pursued.
2. Students absenting themselves from the closing or examination work will not, unless such absence was caused by sickness or other unavoidable conditions, be allowed to take the omitted examinations until they occur in regular order with the next class.
3. All conditions must be removed within a year from the date of the examination, or else the student will be marked Not Passed, thus requiring that the work be taken over again in class.
4. Work marked incomplete must be completed within a year, if credit is to be allowed.
5. No credit will be granted students for work on which they are marked Not Passed, until they have satisfactorily pursued the same again in some regular class.

ATTENDANCE.

1. Persons coming to Albion for the purpose of entering any department of the college are subject to its government from the time of their arrival; and whenever a student has entered college he is under its jurisdiction until his connection is formally closed by graduation or otherwise.
2. Students who are not in their places at the opening of the term, if minors, must present written excuses from their parents or guardians for their delay; and if not minors must give a satisfactory excuse for such delay.
3. Uninterrupted attendance upon college duties during

term time is required. Under ordinary circumstances visiting home or friends is discouraged.

4. No student is permitted to leave town without the President's permission.

5. All delinquencies, such as tardiness, deficiency, offenses against good order in the recitation rooms, are dealt with by the Professors of the Departments. Flagrant cases are reported to the President or Faculty.

6. Students who at the close of the term do not expect or desire to remain the following term *must apply for leave of absence or honorable dismissal* from the Institution. Unless dismissed or excused they are subject to the regulations and government of the College. *Unexcused absence works forfeiture of privileges* heretofore gained by enrollment or matriculation.

RULES AND REGULATIONS.

We do not print a code of rules in the Year Book. This Publication is for the purpose of information on the educational aims, appliances and methods of the Institution. Indeed the great body of college laws must be unwritten. They need not and can not be put on the printed page. As to the prohibition of the different forms of vice, there need be no formal statement, as no reputable college would allow known immorality.

The Institution expects manliness on the part of the young men, and refined, lady-like deportment on the part of the young women. While the special aim of each student is the acquisition of scholarship and the fullest culture of the mental powers, that education is incomplete in which character receives less attention than the intellectual faculties. But with high moral aims there should be that which is becoming and refined in social life. The relations of the young men and young women are expected to be elevating, and no con-

dition affords better opportunity for the exercise of social amenities than the daily commingling of young people in the midst of an atmosphere of learning and progressive scholarship. Students upon entering the Institution soon come to understand what is the real standard of moral and social life, and the principles to be observed and cherished in order to secure the largest measure of good. Irregularities which betoken a coarse nature work a forfeiture of college privileges. The Faculty may terminate the connection of any student with the Institution whenever it is apparent that his presence is prejudicial to good order and the pursuit of scholarship. Indeed, noble character—including the mental and moral—should be the chief aim of college life. There are certain prudential requirements relating to rooming, boarding, hours of study, etc., which all students come readily to understand.

SPECIAL PRIVILEGES.

Religious —On each school day at 9 a. m. religious services are held in the College Chapel, which all the students are required to attend.

On Sunday morning they are required to attend public worship at such church as they or their parents or guardians may select, and each student is expected to be uniform in his attendance at the church of his choice.

Attendance upon the following is optional: On Thursday evening is held the general weekly prayer-meeting, which, though a voluntary service, is attended by a majority of students. At 9 a. m. on Sabbath there are meetings for the study of the Bible.

Societies.—There are three Literary Societies connected with the Institution. *The Erosophian Society, the Eclectic and Atheniades Society, and the Philozetian Society.* The two former are college societies, the latter is connected with the Preparatory School. Students in the preparatory classes may join the *Philozetian Society*, and remain in the same until they

reach Freshman Year. They are not at liberty to become members of either of the regular college societies before they complete the studies of the preparatory years.

The *Missionary Society* is organized for the promotion of the missionary spirit.

There are two *Christian Associations* – the Y. M. C. A. and the Y. W. C. A., holding weekly meetings.

There is a flourishing Epworth League, composed of students, which holds a weekly meeting.

Students' Bible Classes are organized at the church, and are largely attended.

The *Ladies' Library Association* carries forward its work by the employment of eminent lecturers, the profits accruing being devoted to the purchase of books for the library.

There are two college papers, one published weekly and the other semi-weekly.

Literary Societies have fitted up *elegant apartments* in which to hold their weekly meetings.

No literary or other society can exist in connection with the Institution unless by permission granted after the Constitution and By-Laws of the same shall have been submitted to the Faculty for examination, and shall have received their approval. Whenever the workings of any society shall be deemed prejudicial to the interests of the Institution, such society will be dissolved.

The times and places of the meetings of the societies will be subject to regulation by the Faculty; and all meetings, whether of regular societies or of any other body of students, shall be open for the attendance of any member of the Faculty or of the Board of Trustees.

No society in the college may invite any lecturer to address them in public until the name of the proposed lecturer shall have been laid before the President, and he shall have given permission to extend the invitation.

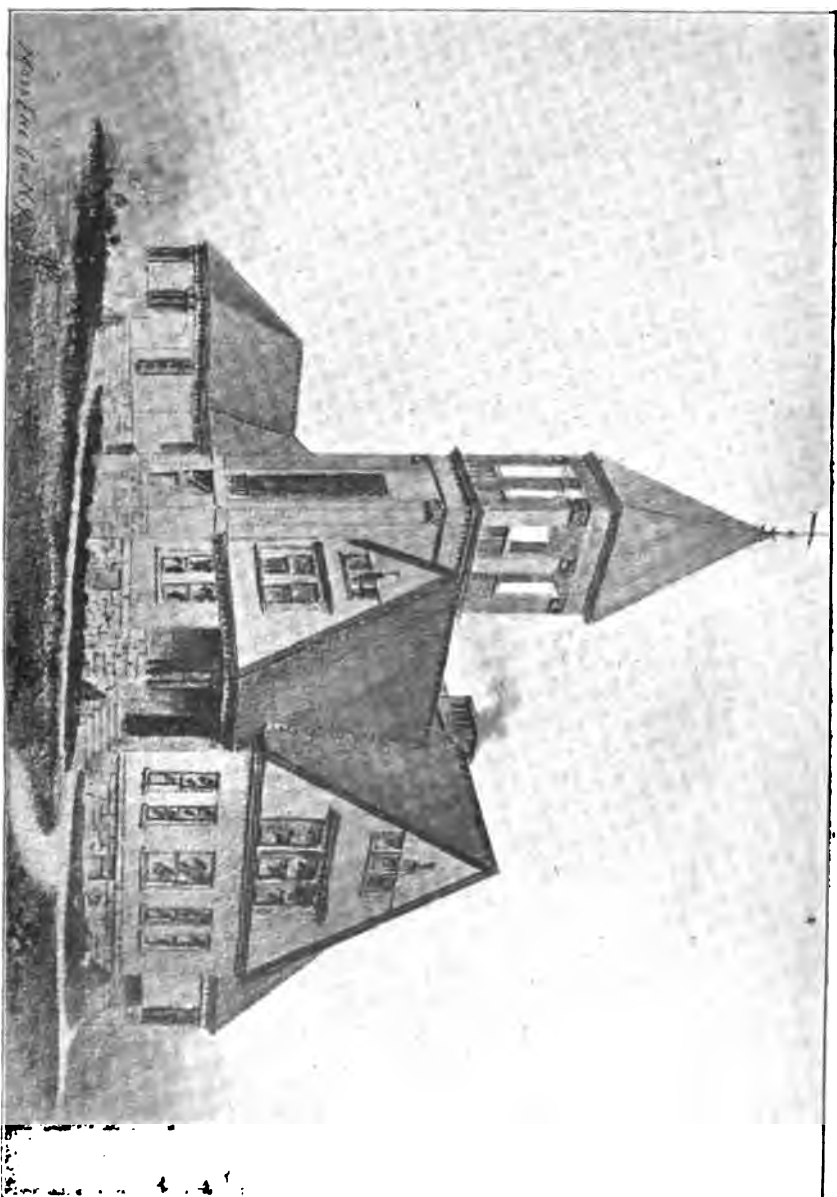
Gymnastic Training.

A gymnasium for the use of the students was completed in 1892. The building, the exterior of which is represented in the accompanying cut, supplies an important need of the Institution. It is heated with steam, lighted with electricity, and supplied with all modern appliances.

The school employs two instructors, one for the young men, and another for the young ladies. The work is systematized both as to time and character of exercises engaged in. The object of the Gymnasium is to supply the means of physical culture and to preserve the health of the student while in college, so that more mental work can be done during his stay in the Institution. It is believed that gymnastic training can be so wisely prosecuted that the strength of the physical manhood may grow with as much certainty and regularity as the intellect develops under systematic and vigorous study. Every person leading a sedentary life—whose occupation does not call for bodily activity—will find great value in such exercises as are practiced in a well-ordered gymnasium.

It is well known that the terms gymnastics and athletics are not synonymous. The latter is often carried to an extreme that is decidedly harmful. We fully endorse the action of the college section of the Michigan State Teachers' Association, (a) "That an earnest effort be made by all friends of athletics to improve the moral tone of athletic contests. (b) That we urge that the rules of foot-ball be so modified as to guard against brutality and to minimize the danger." We are sure that out-door sports can be so conducted as to promote health and avoid immoral tendencies while they contribute to college spirit.

The objections sometimes urged against what is popularly



GYMNASIUM BUILDING.

called athletics are not incident to a well-ordered gymnasium. The purpose here is to secure physical culture on the part of the entire company of students, strengthening the bodily forces of such as are in health, and correcting deformities and physical weakness of others. Gladstone affirms that the most essential need of the age is the cultivation of the body. During college days, certainly while the mind and nervous system are being taxed, the physical being should receive constant care, both to meet the strain incident to earnest college life and to fit for the labors of coming years.

Much attention is given in the college to physical culture among young women. The results have been very gratifying. Here, as elsewhere, most satisfactory results have followed the faithful practice of prescribed exercises in cases of lateral curvature of the spine, round shoulders, narrow chests, weak lungs, and many other defects and infirmities

Thorough courses are here offered in the Delsarte, the Swedish and the Eclectic systems of physical culture. Much attention is given to the acquirement of the normal poise of the body in standing, walking, sitting, going up and down stairs, and in the cultivation of ease and grace of manner.

Expenses in the Various Departments of the Institution.

Rates of Board.—The Institution does not conduct a *boarding hall*, but the students make arrangements for board at figures as moderate as college boarding halls ever charge, and, as a rule, obtain *board of a better quality* than is ordinarily procured on the old plan. *Table board* in private families usually costs from \$2.25 to \$2.50 a week. A large number of students organize *boarding clubs*, enabling them to reduce the rate to \$2.00 or \$1.75 per week. This is now quite a popular method of providing for board. There

are other students who *board themselves*, expending perhaps one-half the cost of club board, and some even less.

Furnished rooms can be rented usually at *fifty or seventy-five cents a week* for each student.

The following is a schedule of charges made by the Institution. It will be seen that for *literary work* there is *no tuition*:

COLLEGE.

INCIDENTALS.

For the term.....\$ 7 00

OTHER CHARGES.

Matriculation fee, paid but once.....\$ 5 00
 Tuition.....Free
 Graduation fee.....5 00
 Commencement expenses for each candidate for graduation.....5 00
 For Master's Degree examinations and diplomas.....10 00
 Students in Chemistry deposit at the opening of the term, to cover cost of material used.. 5 00
 Students in Laboratory course in Biology deposit.....5 00
 If balance to their credit at the end of the term, it is refunded.

SUB-COLLEGIATE DEPARTMENT.

INCIDENTALS.

For the term.....\$ 7 00

TUITION, ETC.

Instruction.....Free
 Matriculation fee, if College studies are taken.....\$ 5 00

NORMAL COURSE.

Tuition for the course, if all paid in advance.....6 00
 If paid by the term as work is taken for whole course.....8 00

CONSERVATORY OF MUSIC.

INCIDENTALS.

One lesson a week—per term.....\$ 1 75
 Two lessons a week—per term.....3 50
 Three lessons a week—per term.....4 50
 Four lessons a week—per term.....5 50
 Five lessons a week—per term.....6 00
 The above applies to any and all courses in music.

PIANO OR ORGAN.

TUITION.

Private lessons, twice a week—per term.....	\$ 20 00
In class of two, twice a week—per term.....	15 00
In class of three, twice a week—per term.....	12 00
Private lessons twice a week by Director of Conservatory.....	22 50
All music students are taught theory without charge.	

HARMONY.

TUITION.

One lesson per week.....	\$ 4 00
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VOCAL MUSIC.

TUITION.

Private lessons—once a week.....	\$ 8 00
Class of two, each—once a week.....	5 00
Private lessons—thirty minutes once a week.....	6 00
Above rates doubled for twice a week.	
Instruction in chorus class.....	Free
Instruction in rudiments of music.....	1 00

VIOLIN, CELLO, ETC.

TUITION.

One lesson per week, per term.....	\$ 9 00
One lesson one half hour per week, per term.....	6 00

TEACHERS' CLASS.

TUITION.

One lesson per week, through term.....	4 00
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ORCHESTRA AND BAND.

Instruction.....	Free
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Use of piano or organ, per hour, for term.....	2 00
Graduating Diploma.....	4 00
Commencement expenses to each candidate for graduation ..	3 00
When literary studies are taken in connection with music, an <i>additional</i> incidental fee is charged of.....	4 50

It will be seen that *class rates are cheaper than private lessons*, and until the student reaches the graduation year the instruction in many respects is as profitable as by private lessons.

For young students receiving instruction on the piano or organ *in elementary work* 25 per cent. is deducted from the foregoing rates for private lessons.

Graduating Diploma.....	3 00
Commencement expenses to each candidate for graduation.....	3 00

SCHOOL OF PAINTING.

INCIDENTALS.

Per term.....	3 50
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TUITION.

In oil painting, water color, India ink, etc.....	20 00
Single lessons.....	0 50
China painting and other decorative work, single lessons.....	0 50
If literary studies are taken, an addition incidental fee of.....	3 50
Graduating diploma.....	3 00
Graduating expenses, to each candidate for graduation.....	3 00

COMMERCIAL DEPARTMENT, BUSINESS COURSE.

INCIDENTALS.

On regular course—per term.....	2 00
For shorthand and typewriting—per term.....	1 00
For Telegraphy.....	1 00

TUITION.

In general course, first term.....	20 00
In general course, second term.....	17 50
In general course, third term.....	12 50
Besides the regular course there will be classes to accommodate those from other departments, who wish to take special work, as follows:	

INCIDENTALS.

Per term for each of the following studies.....	0 50
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TUITION.

Book-keeping, per term, five hours a week.....	6 00
Book-keeping, per term, three hours a week.....	5 00
Penmanship, per term, five hours a week.....	4 00
Penmanship, per term, three hours a week.....	3 00
Commercial Arithmetic, five hours a week.....	4 00
Commercial Law, three hours a week.....	4 00

SHORTHAND AND TYPEWRITING.

TUITION.

Instruction, per term.....	15 00
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Typewriting, alone, per term	5 00
Supplemental to full course for those who desire to do this work	10 00

TELEGRAPHY.

INCIDENTALS.

For the term	1 00
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TUITION.

Instruction for term	15 00
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GRADUATION.

Students in commercial department are charged at graduation for diploma	3 00
Commencement expenses	1 00

GYMNASIUM—INSTRUCTION AND TRAINING.

Students taking work in the class	Free
Persons not students—in class—per term	\$ 5 00
Private lessons—per hour	1 50

GENERAL STATEMENTS.

It will be seen that *no tuition* is charged for instruction in literary studies, tuition being required only for instruction in music, painting or commercial studies.

It will also be perceived that the charges for instruction in music depend on the class to which the student belongs, and the amount of instruction received. The schedule of prices ranges all the way from \$4 to \$20 or \$30 a term. It is at the *option of the student*.

No part of incidentals or tuition in any department is refunded when student leaves before the end of the term, unless by special arrangement.

Payment of incidentals entitles the student to the use of the Gymnasium and instruction in gymnastics, use of baths, etc., without additional charge.

Schedule of Recitations in Required Work Only, for 1895-6.

The times of meeting for *Elective Classes* will be arranged as the classes are formed.

Figures refer to days of the week: 1, Monday; 2, Tuesday; 3, Wednesday; 4, Thursday; 5, Friday.

FALL TERM.

	PHILOSOPHY.	MATHEMATICS.	LATIN.	GREEK.	MODERN LANGUAGES.	ENGLISH.	CHEMICAL AND PHYS. SCIENCES.	NATURAL SCIENCES.	HISTORY AND POLITICS.
8:00		Prep. Algebra, 1, 2, 3, 4, 5. Fresh. Algebra, 1, 2, 3, 4, 5.	Livy, 1, 1, 5.	Anabasis, 1, 2, 3, 4.			Elem. Physics, 2, 4, 5.	Physiology, 1, 3.	
9:00									
9:20	Psychology, 1, 2, 3, 4, 5.	Solid Geometry, 1, 2, 3, 4, 5. Cit. and Comp., 1, 2, 4.	Latin Lessons, 1, 2, 3, 4, 5. Cit. and Comp., 1, 2, 4.	Sophocles, 2, 3, 4.	4th Yr. German, 1, 2, 4.		Astronomy, 2, 4, 5.		Eng. History, 1, 3, 5. An t. History, 2, 4.
10:20		Gen. Geometry, 1, 3, 4.	Latin Lessons, 1, 2, 3, 4, 5. Vergil, 2, 4, 5.	Greek Philos., 1, 2, 4.				Zoology, 1, 2, 3, 4.	U. S. History, 1, 2, 3, 4, 5.
11:20		Plane Geom'try, 2, 3, 5.	Cass. and Comp., 2, 3, 4, 5.		Fresh. French, 1, 3, 5. 1st Yr. German, 1, 2, 3, 4, 5.	Adv. Rhetoric, 1, 2, 4. 2d Yr. English, 1, 3, 5.			Medieval Hist., 2, 4, 5.
1:30									
2:30				Greek Lessons, 1, 2, 3, 4, 5.	1st Yr. German, 1, 2, 3, 4, 5.	Rhet. and Lit., 1, 3, 5. 3d Yr. English, 2, 4.	General Chemistry, 1, 2, 3, 4, 5.	Morphology of Invertebrates, 1, 2, 3, 4, 5.	European Hist., 1, 3, 5.
3:30				Herodotus, 1, 3, 4.	2d Yr. German, 1, 2, 4.	Eng. Grammar, 1, 2, 3, 4, 5.			European Hist., 1, 3, 5.

CHAPEL.

WINTER TERM.

	PHILOSOPHY.	MATHEMATICS.	LATIN.	GREEK.	MODERN LANGUAGES.	ENGLISH.	CHEMICAL AND PHYS. SCIENCES.	NATURAL SCIENCES.	HISTORY AND POLITICS.
8:00		Fresh. Algebra, 1, 2, 3, 4, 5.	Horace, 1, 3, 5.	Hellenica, 1, 2, 3, 4.	3d Yr. German, 1, 3.		Elem. Physics, 2, 4, 5.	Physiology, 1, 3. Botany, 1, 3, 4.	American Hist., 1, 2, 4.
9:00									
CHAPEL.									
9:20		Trigonometry, 2, 3, 5.	Latin Lessons, 1, 2, 3, 4, 5. Cicero and Ovid 1, 2, 4.	Lucian, 2, 4.					Eng. History, 1, 2, 5. An't. History, 2, 4.
10:20		Gen. Geometry, 1, 3, 4.	Latin Lessons, 1, 2, 3, 4, 5. Vergil, 2, 4, 5.	Greek Orators, 1, 2, 4, 5.	Fresh. German, 1.			Zoology, 2, 4.	U. S. History, 2, 4, 5.
11:20		Plane Geometry, 2, 3, 5.	Uxas, and Comp. 2, 3, 4, 5.		Fresh. German, 2, 4. Fresh. French, 1, 3, 5.		Soph. Physics, 2, 4, 5.		
1:30		Prep. Algebra, 1, 2, 3, 4, 5.			1st Yr. German, 1, 2, 3, 4, 5.	Adv. Rhetoric, 1, 2, 4. 2d Yr. English, 1, 3, 5.			Mod. History, 1, 3, 5.
2:30				Greek Lessons and Xenophon, 1, 2, 3, 4, 5.	1st Yr. German, 1, 2, 3, 4, 5.	Rhet. and Lit. 1, 3, 5.	Qual've Chem., 1, 2, 3, 4, 5. 4th Yr. Chem'y, 2, 3, 4.	Morphology of Invertebrates, 1, 3, 5.	Euro. History, 1, 3, 5.
3:30				Thucydides, 1, 3, 4.	2d Yr. German, 1, 2, 4.	Eng. Grammar, 1, 2, 3, 4, 5.			Euro. History, 1, 3, 5.

SPRING TERM.

	PHILOSOPHY.	MATHEMATICS.	LATIN.	GREEK.	MODERN LANGUAGES.	ENGLISH.	CHEMICAL AND PHYS. SCIENCES.	NATURAL SCIENCES.	HISTORY AND POLITICS.
8:00				Odyssey, 1, 2, 3, 4.	Soph. French, 1, 2, 4. 3d Yr. German, 1, 3.	American Lit., 1, 3, 4.	Elem. Physics, 1, 3, 5	Physiology, 2, 4. Botany, 1, 3, 4.	Amer. History, 1, 2, 4.
9:00									
9:20	Logic, 1, 2, 3, 4, 5.	Trigonometry, 2, 3, 4, 5.	Cæs. and Comp., 1, 2, 3, 4, 5. Ovid, 1, 2, 4.				Astronomy, 2, 4, 5.		Roman History, 1, 2, 4.
10:20		Calculus, 1, 2, 3, 4, 5.	Cæs. and Comp., 1, 2, 3, 4, 5. Virgil, 2, 4, 5.	Greek Comedy, 1, 3, 4.		3d Yr. English, 1, 2, 4.			Civ. Governm't, 2, 4, 5.
11:20		Plane Geom'try, 2, 3, 4, 5. Prep. Algebra, 1, 2, 3, 4, 5.	Cic. and Comp., 2, 3, 4, 5.		Fresh. French, 1, 2, 3, 4, 5. 1st Yr. German, 1, 2, 3, 4, 5.		Soph. Physics, 1, 3, 5. 4th Yr. Chem'y, 1, 5.		Mod. History, 1, 3, 5.
1:30						2d Yr. English, 1, 3, 5.		Morph. of Verts., 1, 3, 5.	Europ. History, 1, 3, 5.
2:30				Xenophon, 1, 2, 3, 4, 5. Iliad, 1, 3, 4.	1st Yr. German, 1, 2, 3, 4, 3. 2d Yr. German, 1, 2, 4.	Rhet. and Lit. 1, 3, 5.			Europ. History, 1, 3, 5.
3:30						1, 2, 3, 4, 5.			

CHAPEL.

Albion College Co-Operative Association.

The association was organized in December of 1893 for the purpose of furnishing text-books and other books to the students, faculty and alumni, at reduced rates. We are highly gratified at the results, for the prices of books have been reduced from 15 per cent to 40 per cent., and at the same time the association has been put upon a firm paying basis, having netted a profit of 249 per cent. upon the average capital invested, and turned over the capital twenty-six times. With a capital of \$161 the association has done a business of \$4,257.52 in nine months, has paid all bills at maturity, and most of them long before they were due, but has borrowed no money and the treasury has at no time been empty.

The tendency, on the part of students, to form libraries, has been noticeably increased, and this has facilitated the work of the class-room, for many of the students have availed themselves of the opportunity afforded by the association to purchase books used in collateral reading. Any book may be procured through the association whether it is kept in stock or not.

Any student or former student of Albion College may become a life member of the association by the payment of a fee of one dollar, and he will receive every privilege, with an additional member's discount of 5 per cent. upon all books purchased.

University Extension.

The University Extension movement, though given but little attention in many of our states, has been so thoroughly advertised and advocated by the universities of Wisconsin and Chicago during the past three or four years, as

to leave little need for an explanation of its character and purposes on the part of the constituents of Albion College.

The movement has obtained its majority in England, the land of its nativity, the twenty-first birthday having been appropriately celebrated at the "University Extension Congress" held in London during mid-summer of 1894.

In the United States, University Extension was first publicly advocated by Dr. H. B. Adams at the summer session of the American Library Association in 1887, the suggestion soon bearing fruit in the establishment of lecture courses inaugurated by the management of several of our leading public libraries. Since the inception of the movement in America, several of our universities have emphasized its importance, and organized special departments for the extension of this means of popular instruction. In this connection the universities of Pennsylvania and Chicago are particularly noteworthy.

In its practical application, University Extension has been appropriately termed "citizen education." It aims to give in courses of six or twelve lectures systematic instruction along a single line of investigation with the attendant advantages of having interest stimulated by trained leadership, and reading or study directed by experienced instructors. Its advantages over single lectures need no elucidation. The latter at the best can give but little in the line of permanent substantial results, whereas the systematic instruction of University Extension, with its logical series of lectures, assigned readings and class-work, necessarily add to the store of knowledge and the strength of intellect.

The faculty of Albion College have decided to offer courses during 1895-6 on the University Extension plan, as carried out by its leading advocates in the United States.

Each course will consist of six lectures, the lectures approximately of an hour each, each lecture to be followed by an hour of class work, affording opportunity for questions and free discussion.

Elaborate courses of reading with detailed references upon each topic will be furnished, and traveling libraries of twenty volumes will be placed at the disposal of those attending the lectures, wherever a course is offered. Where practicable, charts and maps will be used for illustrative purposes.

The lectures will be given at the rate of one each week or one every other week, as desired.

The terms for a course of six lectures will be \$100.00, and the travelling expenses of the lecturer.

The following is a list of the courses that are offered:

SCIENCE.

CHEMISTRY—PROF. FALL.

I GENERAL CHEMISTRY

1. History of Chemistry and Foundation Principles.
2. The Atom; Molecule Element; Compound.
3. The Four Grand Elements, Carbon, Hydrogen, Oxygen, Nitrogen
4. Sulphur and its Place in the Arts and Manufactures.
5. The Chlorine Family.
6. Some Rare Metals.

II. THE CHEMISTRY OF EVERY-DAY LIFE

1. The air we breathe.
2. The water we drink
3. The foods we eat.
4. Heating and lighting.
5. Household chemistry
6. The coal tar colors.

SANITARY SCIENCE—PROF. FALL.

1. Vital Statistics and Public Health Administration.
2. The Germ Theory of Disease
3. The Methods of Bacteriology.
4. The Air and Ventilation.
5. Water-Supply.
6. Food and Health.

ASTRONOMY—PROF C. E. BARR

1. The Mechanism of the Heavens.
2. The Spectroscope and Spectrum Analysis.
3. The Sun.
4. The Planets.
5. Comets, Meteors and Double Stars.
6. The Nebular Hypothesis

PHYSICAL GEOGRAPHY—PROF. C. E. BARR

THE WORLD WE LIVE IN.

1. The Earth in Space
2. The Size of the Earth
3. The Weight of the Earth

4. The Age of the Earth.
5. Our Nearest Neighbor and Its Influences on the Earth.
6. The Origin of the Earth.

ZOOLOGY—PROF. C. E. BARR.

TYPES OF ANIMAL LIFE.

1. Life in the Cell.
2. Rock-makers
3. Starfishes and Sea Urchins.
4. Worms and their Work.
5. Lobsters and Crabs.
6. Lancelet and Fish.

LANGUAGE AND LITERATURE.

ENGLISH LITERATURE—PROF. BANCROFT.

I. HISTORICAL SURVEY OF ENGLISH LITERATURE.

1. Early English Poetry.
 - (a) The Beowulf.
2. Chaucer's Canterbury Tales.
3. The Arthurian Romance, as presented by Sir Thomas Malory and by Lord Tennyson.
4. Popular Ballads of England and Scotland.
5. Spenser's Fairy Queen—Book II.
6. The English Classical School, as illustrated in Dryden, Addison and Pope.

II. HISTORY OF THE ENGLISH STAGE.

1. The Rise and Development of the Drama.
2. Shakespeare's Predecessors.
3. Marlowe.
4. A Study of Nemesis in the Tragedies of Shakespeare.
5. The Tempest, as a Study of the Super-natural.
6. Ben Jonson, and the Decline of the Drama.

III. A GENERAL SURVEY OF AMERICAN LITERATURE.

1. The Colonial and Revolutionary Periods
2. Bryant and Poe.
3. Longfellow and Lowell.
4. Whittier and Holmes.

5. American Lyrics.
6. Hawthorne and the American Novel.

FRENCH AND GERMAN LITERATURE—PROF. FORD:

I. FRENCH AND GERMAN MASTERS OF THIS CENTURY.

1. Goethe, the Age's greatest Poet.
2. Heine, the Prince of "Young Germany."
3. Scheffel, the People's Favorite.
4. Hugo, the Age's greatest Novelist.
5. George Sand, the George Eliot of France.
6. Renan, Philosopher and Skeptic.

II. GERMAN LITERATURE OF THE LAST TWO CENTURIES.

1. Dawn of the Flowery Period.
2. Lessing and Light.
3. Goethe.
4. Schiller.
5. This Century and the Rise of the Novel.
6. The Literary Germany of To-day.

III. THE MORNING AND NOON OF GERMAN LITERATURE.

1. The Period of the great Epics.
2. The Renaissance north of the Alps.
3. The Rival Schools of Leipzig and Switzerland.
4. The Reign of Two Masters.
5. Heine and the *Romantik*.
6. Modern Education in Germany.

GREEK LITERATURE—PROF. F. S. GOODRICH.

I. SOPHOCLES.

1. Introduction to Ancient Drama.
2. A Comparison of the "Electra" of Sophocles and Euripides.
3. The "Philoctetes," and the "Trachinian Women."
4. *Œdipus Rex*.
5. *Œdipus Colonus*.
6. *Antigone*.

II. THE HISTORY OF GREECE.

1. The Age of Legend.
2. The Persian Wars.
3. The Age of Pericles.

4. The Decline and Fall of Athens.
5. The Greek War for Independence.
6. The Greece of To-day.

BIBLICAL STUDIES

III. THE ENGLISH BIBLE

1. Historical Development of the English Bible.
2. Great Dramas of the Bible.
3. Great Poems of the Bible.
4. Great Prophecies of the Bible.
5. The Central Theme of the Bible.
6. The Parables of Christ.

IV. STUDIES OF BIBLE LANDS

1. Rome.
2. The Seven Churches.
3. Egypt.
4. The Land of the Philistines.
5. Galilee.
6. Jerusalem.

HISTORY AND POLITICS.

PROF. BURNHAM.

I. STUDIES IN THE HISTORY OF EUROPE DURING THE NINETEENTH CENTURY.

1. Stein and the Liberation of Prussia.
2. Metternich and the Policy of the Holy Alliance.
3. Guizot and the Attempt to Establish Constitutional Monarchy in France.
4. Mazzini and Garibaldi and the Struggle for Liberty.
5. Cavour and the Unification of Italy.
6. Bismarck and the Founding of the German Empire.

II. THE LIFE AND TIMES OF NAPOLEON I.

1. Revolutionary France—The early life of Napoleon
2. How Napoleon rose to power.
3. Napoleon as a civil ruler.
4. Napoleon as a soldier.

5. The Fall of the Empire.
6. The character of Napoleon.

AMERICAN POLITICAL INSTITUTIONS.

1. The Township.
2. The County.
3. The Township—County system of local government.
4. The City and its Government.
5. The Government of the State.
6. The Federal System.

PROF. WALDO.

I. FORMATION OF THE UNION.

1. Independence Sought and Won.
2. The Articles of Confederation. Government by Influence a Failure.
3. Washington and the Constitution.
4. Hamilton and Finance. Public Credit Created.
5. Foreign Relations of the Federalist Regime. Jay's Treaty and the War with France.
6. The Federalists Overthrown. Jefferson and Democracy.

II SLAVERY AND POLITICS. THE UNION MAINTAINED.

1. Slavery and the Union in 1840. Abolitionism.
2. Re-annexation of Texas and the Spoliation of Mexico.
3. Clay's last Compromise.
4. The Struggle for Kansas and the Dred Scott Decision.
5. Jefferson Davis and Secession.
6. Lincoln and the Overthrow of Slavery. The Union Saved.

III. SOME AMERICAN STATESMEN AND THEIR POLITICAL MOVEMENTS.

1. Washington and the Constitution.
2. Jefferson and Democracy.
3. Webster and the Union.
4. Calhoun and Nullification.
5. Clay and the Compromises.
6. Lincoln and the Overthrow of Slavery. The Union Maintained.

Candidates for Graduation.

Degree of A. B.

Buck, William Bradford
Deal, Clarence E.
Dunning, Edgar Clarence
Griffin, Ransom L.
Lee, David Russell

Degree of Ph. B.

Allen, Eugene Clarence	Potter, Milton Chase
Dickerson, Lillian Belle	Simmons, Edna M.
Greer, Ethel May	Smith, Charles Edward
Hamilton, Amanda Jane	Toner, Bessie Lynethe
McPherson, Charles	Valentine, Charles Stephen
Mount, John Livingston	Whitman, Prentiss Emory

Degree of B. S.

Atherton, Lewis Oliver	Cushman, Herbert W.
Cannon, Mabel Janet	Hiscock, Charles Orrin
Cogshall, Wilbur Adelman	Potter, Lewis Marion
Cook, Darwin	Proctor, Clara Levina

Degree of B. L.

Klopsch, Emil G.
Millard, Harriet Emma
Perrin, Cauley Hollister

Degree of A. M.

Wright, George Whitefield

Degree of M. L.

Wright, Lizzie M.

Conservatory of Music—Diploma.

PIANO.

Clark, N. Irene	Groff, Nellie F.
-----------------	------------------

Cookingham, Mary Edna	Potter, Bertha Louise
Cotten, Ollie M.	Stoepel, Jessie Van Court
Dickey, Nellie Augusta	Woodhams, Florence J.
Dissette, Fannie Theresa	Wortley, Maud Marion.

VOICE.

Catton, Fannie

Commercial School.

COMMERCIAL COURSE.

Ackley, Grace Mae	Hastings, Jennie
Boyd, John Lafayette	Hiscock, Charles Orrin
Baarman, Casper	Lindsay, James Forrest
Belcher, Perry Orson	Perrin, Preston D.
Clark, Will H.	Smith, William Burt
Clark, Fred Walden	Van Skyhawk, Arthur L.
Dickey, Claude Rogers	Waggoner, William Burt
Ferris, Mervin Lee Roy	Watson, Hugh
Gunnison, Gardner B.	Wheaton, Horace G.

SHORTHAND COURSE.

Carty, Reed Rob	Jones, Horace A.
Dickey, Claude Rogers	Lonesberry, Marian B.
Ford, Myrta A.	Narrin, Will
Goodenow, Fannie	Sayles, Sidney E.
Wiley, Adah Maude.	

Students in College of Liberal Arts.

Graduates Studying in Residence for Master's Degree.

Cannon, Mabel Janet.....	Deerfield
Fiske, Clarence Adelbert.....	Albion
Fox, Herbert W.....	Detroit

Garfield, Mary Harwood	Albion
Glenn, Carrie Bruce	Albion
Hull, Warren C.	Albion
Klopsch, Emil G.	Mich. City, Ind.
Kulp, Esther R.	Battle Creek
Lee, David Russell	Claybank
Mays, Vernon G.	Albion
Wright, George W.	Bancroft

Graduates Studying in Absentia for Master's Degree.

Hipp, Henry G.	Nashville, Tenn.
Loomis Merrit F.	Howard City.
Mattice, Asa E.	Spring Arbor
Pierce, Dollie G.	Utica
Welch, Mary D.	Schoolcraft
Weyant Fred N.	Tigris
Williams, Arthur S.	Three Oaks
Wright, Lizzie M.	Caro

Seniors.

NAME.	COURSE.	RESIDENCE.
Allen, Eugene C.	L. S.	Albion
Atherton, Lewis O.	Sc.	Ovid
Buck, William B.	Cl.	Kalamazoo
Cannon, Mabel Janet.	Sc.	Deerfield
Cogshall, Wilbur A.	Sc.	Grand Rapids
Cook, Darwin	Sc.	Hanover
Cushman, Herbert W.	Sc.	Three Rivers
Deal, Clarence E.	Cl.	Kalamazoo
Dickerson, Lillian B.	L. S.	Howell
Dunning, E. Clarence.	Cl.	Albion
Greer, E. May	L. S.	Northville

Griffin Ransom L.....	Cl.	Wilton C'tre, Ill.
Hamilton, Amanda J.....	L. Sc.....	East Tawas
Hiscock, Charles Orrin.....	Sc.....	Chicago, Ill.
Klopsch, Emil G.....	L.....	Mich. City, Ind.
Lee, Daniel Russell.....	Cl.....	Claybank
McPherson, Charles.....	L. Sc.....	Eckford
Millard, Hattie E.....	L.....	Lapeer
Mount, John Livingston.....	L. Sc.....	Springport
Perrin, Charles H.....	L.....	Vassar
Potter, Louis M.....	Sc.....	Leslie
Potter, Milton C.....	L. Sc.....	Mancelona
Proctor, Clara L.....	Sc.....	Wallace, Ill.
Rowe, Mabel A.....	L.....	Mason
Simmons, Edna M.....	L. Sc.....	Marshall
Smith, Charles E.....	L. Sc.....	North Adams
Toner, Bessie L.....	L. Sc.....	Albion
Valentine, Charles S.....	G. Sc.....	Litchfield
Whitman, Prentiss E.....	G. Sc.....	Traverse City

Juniors.

NAME.	COURSE.	RESIDENCE.
Allen, Maude.....	L. Sc.....	Albion
Armstrong, Grace E.....	L. Sc.....	St. Joseph
Ball, Rosa.....	Sc.....	Albion
Beal, Alice S.....	Cl.....	Northville
Boys, Samuel E.....	Cl.....	Grenola, Kas.
Burnham, Ernest.....	L. Sc.....	Climax
Clemo, Thomas W.....	Cl.....	Escanaba
Colvin, Hiram C.....	G. Sc.....	Four Towns
Cooper, Adrian F.....	Cl.....	Albion
Dean, George E.....	L.....	Albion

Douglas, George B	L	Traverse City
Durfee, Emile E	L. Sc	Three Rivers
Eddy, Harriet G	Cl	Adrian
Fast, Zulu E	L. Sc	Mendon
Field, James B	L. Sc	Albion
Field, S. Pearl	L. Sc	Albion
Fulkerson, William N	L. Sc	Whitehall
Gibson, William A	L	Raisinville
Goodyear, DeMont	Cl	Swartz Creek
Groff, Nellie F	L	Albion
Hallenbeck, Maud	L	Charlevoix
Hopkins, B. S	Cl	Owosso
Johnson, William A	Cl	Mancelona
Kendrick, William F	Cl	Albion
Kobayashi, Masahi	L. Sc	Tokio, Japan
Leeson, Henry A	L. Sc	Manchester
Ludlow, Stephen H	Sc	Parma
Mays, Hattie B	Cl	Albion
Maywood, A. Ames	Cl	Fowlerville
McDonald, James D	Cl	Pickford
Mowry, John H	Cl	Sherwood
Osborn, Frank I	L. Sc	Albion
Parmater, Vieve S	L. Sc	Gaylord
Perine, Roy E	L. Sc	Albion
Phelps, Mary	L	Pontiac
Purdue, Henry J	Sc	Detroit
Roberts, Albert J	Cl	Central Mine
Seelye, McKendree T	Cl	Ann Arbor
Shipp, Frank J	L. Sc	Marshall
Simmons, Arthur W	Cl	Duplain
Smith, Gerard T	Cl	Ludington
Stokoe, Fred O	L. Sc	Middleville
Tamama, Thomas I	Cl	Nagasaki, Japan
Taylor, Ralph W	Cl	Albion

Thayer, Eugene B.....	Cl.....	Owosso
Vunk, Cora M.....	L. Sc.....	Maple
Walker, J. Frank.....	Cl.....	Watrousville
White, Leland M.....	L. Sc.....	Lacota
Williams, Fitch R.....	Cl.....	Elk Rapids

Sophomores.

NAME.	COURSE.	RESIDENCE.
Aldrich, Cora E.....	L. Sc.....	Okemos
Aldrich, Lottie B.....	L. Sc.....	Okemos
Alger, Lewis B.....	L. Sc.....	St. Joseph
Allen, Martha E.....	L.....	Pontiac
Bascom, Charles E.....	L. Sc.....	Albion
Boss, Hattie E.....	G. Sc.....	Caro
Brockway, P. Bruce.....	Sc.....	Van Wert, O.
Brooks, Alton M.....	Cl.....	Geneva, Pa.
Brown, Lyman S.....	Sc.....	Hudson
Buck, Fritz J.....	Cl.....	Spokane, Wash.
Burnett, Walter E.....	Sc.....	Tecumseh
Clark, Belle A.....	L.....	Williston, Vt.
Clark, Mial V.....	Sc.....	Plymouth
Collins, Mabel R.....	L. Sc.....	Albion
Cooper, Maude L.....	Cl.....	St. Joseph
Corbin, Ernest.....	Cl.....	Williams
Cross, Millicent A.....	L.....	Bangor
Curtis, George H.....	L. Sc.....	Williamston
Davis, Helen A.....	Cl.....	Lansing
Dean, Susie E.....	L. Sc.....	Parma
Dunning, Phena M.....	Cl.....	Albion
Dunster, Frank E.....	Cl.....	Bad Axe
Elmer, Walter I.....	L.....	Olivet

Elder, Mary.....	L. Sc.....	Kalamazoo
Gall, Charles H.....	Cl.....	Medina, N. Y.
Gulick, Claire W.....	Cl.....	Albion
Hanson, Willis E.....	L, Sc.....	Jackson
Harrow, Herbert S.....	Sc.....	Algonac
Horton, Robert E.....	Sc.....	Albion
Hungerford, Hattie E.....	Cl.....	Albion
Jackson, Mabel M.....	L.....	Milford
Kelly, William A.....	L. Sc.....	Albion
Kirk, Jnne E.....	L.....	Albion
Kirtland, Richmond H.....	Sc.....	Howell
Kishpaugh, William A.....	Cl.....	Seymour Lake
Lovejoy, Hattie A.....	L.....	Albion
Marsh, Belle	Cl.....	Albion
Mays, Cora D.....	L.....	Albion
MacCormick, Jennie.....	L. Sc.....	Marengo
McCallum, George P.....	Sc.....	Thompson
McPherson, Belle S.....	Sc.....	Eckford
Meador, Robert E.....	G. Sc.....	Albion
Ott, Anna G.....	L.....	Albion
Paine, Henry L.....	L. Sc.....	Steubenville, O.
Pearce, Harvey G.....	Sc.....	Stoney Creek
Poppoff, Minco D.....	Cl.....	Albion
Riddick, Florence A.....	Cl.....	Fowlerville
Sayles, Sydney E.....	Sc.....	Evart
Schofield, Elva M.....	L. Sc.....	Leslie
Seaman, Dana A.....	Sc.....	Casnovia
Silverthorn, Bert A.....	Cl.....	Greenville
Simmons, John U.....	Cl.....	Roseburg
Smith, Robert C. P.....	L. Sc.....	Ontario, Cal.
Smith, W. Merle.....	Sc.....	Albion
Spencer, Deane S.....	L.....	Spring Arbor.
Start, Harry A.....	Cl.....	Riverton
Stimson, Glen C.....	L.....	Parma

Suydam, Lee A.....	L. Sc.....	Matawan
Todd, Arthur L.....	Sc.....	Spring Arbor
Tullar, Edgar C.....	Cl.....	Waterbury, Ct.
Tuttle, Frances M.....	L.....	Albion
Vincent, Maude M.....	Cl.....	Three Oaks
Whitney, Herbert C.....	Cl.....	Mayville
Woods, Josephine E.....	L. Sc.....	West Branch
Woodworth, Leo D.....	Cl.....	Hudson

Freshmen.

NAME.	COURSE.	RESIDENCE.
Abbe, Ray.....	Sc.....	St. Joseph
Allen, Alta M.....	Cl.....	Albion
Allen, Fred A.....	L. Sc.....	Albion
Banks, Walter G.....	Cl.....	Albion
Barber, Maude M.....	Sc.....	Mason
Bartrem, Anna J.....	Cl.....	Owosso
Bartrem, Fannie.....	Cl.....	Owosso
Braden, Grace L.....	Sc.....	Albion
Bradley, Franklin F.....	L. Sc.....	Morenci
Bruce, Bessie W.....	Cl.....	Albion
Bullock, Motier C.....	Cl.....	Hadley
Campbell, Maggie A.....	L. Sc.....	Cass City
Cannon, Claud G.....	Sc.....	Vicksburg
Caster, Florence E.....	L. Sc.....	Milford
Clark, Bertha M.....	Cl.....	Shelby
Conway, W. M.....	Cl.....	Chicago, Ill.
Cope, Herbert L.....	Cl.....	East Tawas
Daniels, Harry J.....	L. Sc.....	Owosso
Dean, John G.....	L. Sc.....	Parma
De Camp, Lester.....	L. Sc.....	Leslie

DeCou, Susie.....	L. Sc.....	Holly
Dickie, Ada.....	L.....	Albion
Dickie, Clarissa B.....	L.....	Albion
Everett, Edward S.....	L. Sc.....	Sturgis
Faxon, Gertrude E.....	Sc.....	Owosso
Ferguson, Lois E.....	L.....	Jackson
Folks, Ralph.....	Cl.....	Hanover
Ford, George H.....	L. Sc.....	Galesburg
Gardner, Theo M.....	Cl.....	Albion
Garlick, Leda M.....	L.....	Albion
Gibson, Jennie E.....	L.....	Otsego
Gillam, Harriet.....	L.....	Lansing
Gillet, John C.....	Cl.....	Jackson
Green, Vinnie R.....	L.....	Albion
Hagadorn, Grace R.....	L.....	Lansing
Haynes, Herbert A.....	Cl.....	Flint
Healey, Walter.....	Cl.....	Argentine
Hervey, James M.....	Sc.....	Roswell, N. M.
Howe, Harry L.....	L.....	Albion
Janes, Frank C.....	L. Sc.....	Sparta
Jordan, Grace D.....	L. Sc.....	Albion
Joy, Alice C.....	L. Sc.....	Springport
Kendrick, W. Scott.....	Cl.....	Albion
Kingery, Elsie E.....	L. Sc.....	Buchanan
Leefe, Sydney L.....	L.....	Sault Ste Marie
Landon, John I.....	L. Sc.....	Springport
Leighton, Pearl M.....	L. Sc.....	Otsego
Ludlow, Ruth A.....	Cl.....	Albion
Marble, C. Wyndom.....	Cl.....	Buchanan
McAndrew, L. Gordon.....	G. Sc.....	Albion
McCormick, Peter F.....	Cl.....	Mt Pleasant
McCune, Will G.....	Cl.....	Petoskey
McMaster, Lucie.....	L. Sc.....	Ludington
McVittie, Agnes.....	L. Sc.....	Detroit

Mulholland, Frank L.....	L. Sc.....	Orion
Nichols, George W.....	L. Sc.....	Galesburg
Niles, Will A.....	Sc.....	Flushing
Paton, Evalyn F. B.....	L.....	Flushing
Patterson, Edna E.....	L. Sc.....	Richmond
Perine, Fred A.....	L. Sc.....	Albion
Potter, Bertha L.....	L. Sc.....	Ovid
Pratt, M. Belle.....	L. Sc.....	Tekonsha
Raper, Kathreen R.....	L.....	Detroit
Reed, Roy F.....	L.....	White Pigeon
Robinson, William A.....	Cl.....	Lansing
Roudenbush, Frank.....	L. Sc.....	Albion
Severance, Morris R.....	G. Sc.....	Fenton
Shakley, Mabel L.....	Cl.....	Hartford, Conn.
Staley, Maude A.....	L.....	Grayling
Steele, Edgar A.....	Sc.....	Albion
Steward, Olin E.....	L. Sc.....	Santa Anna, Cal.
Stoddard, Grace M.....	L. Sc.....	DeLand, Fl.
Stone, Nathan J.....	L. Sc.....	Potoskey
Thoms, Harry W.....	L. Sc.....	Three Rivrrs
Thoms, James W.....	G. Sc.....	Corey
Vicary, Alonzo.....	L. Sc.....	Parma
White, Schuyler E.....	Sc.....	Middleville
Wilcox, L. Lee.....	Cl.....	Ft Gratiot
Wiley, Merlin L.....	L. Sc.....	Sault Ste Marie
Williams, Clarence M.....	Cl.....	Flint
Wolcott, Stella.....	L. Sc.....	St Johns
Young, Archie L.....	L.....	Albion
Young, Robert C.....	Cl.....	Albion

Sub-Collegiate Department.

Students Pursuing Foreign Language Courses.

NAME.	RESIDENCE.
Alger, George L.....	Albion
Andrews, Ella M.....	Andrews
Atchison, Archie B.....	Monroe Center
Avann, George H.....	Albion
Baker, Myrtie M.....	South Boston
Barclay, Myrtie.....	Rice Creek
Barry, Emma A.....	Sheridan
Barry, George A.....	Sheridan
Barry, James Eugene.....	Sheridan
Beal, Harold M.....	Albion
Beatty, Byram.....	Allegheny City, Pa.
Boonstra, Dirk F	Zeeland
Boys, Charles E.....	Grenola, Kansas
Brown, Eudora.....	Springport
Brown, Ruth M.....	Springport
Calvert, Frank J.....	Albion
Campbell, Colin P.....	Albion
Carman, A. E.....	Albion
Church, George M. C.....	Albion
Clancy, Bennett A.....	Albion
Clancy, M. Adelaide.....	Albion
Clark, N. Irene.....	Albion
Clark, William E. B.....	Redmond
Cottrell, Frank M.....	Jackson
Cronk, Francis J.....	Allen
Culver, Allen M.....	Albion
Davey, L. W.....	Frankfort
Dixon, Maggie.....	Albion
Dixon, Zoie.....	Albion

Duncan, Victor E.....	Grand Rapids
Dupree, Arthur.....	Zeeland
Edmunds, Arthur M.	Banfield
Fairbank, Roy W.....	Litchfield
Fall, Frank A.....	Albion
Fincham, Ella E.....	Albion
Foy, John W.....	Eden
Freeman, Mark S.....	Albion
Frost, H. Belle.....	Albion
Fuller, Fred E.....	Springport
Gardner, Wright A.....	Tyron
Gibson, Franc M.....	Lake Side
Gill, B. Ensign.....	Pauri, India
Gill, William G.....	Pauri, India
Gillespie, Andrew.....	Tompkins
Goodenow, Leon F.....	Albion
Grierson, Annie.....	Hartford, Conn.
Gums, John F.....	Montague
Haidle, Charles J.....	Deerfield
Hallick, Maude.....	Chicago, Ill.
Halliday, Alice E.....	Deerfield
Hamblen, Neil.....	Detroit
Henke, Walter E.....	Missoula, Mont.
Henry, Frederick.....	Akron, O.
Hughes, Edmund E.....	Albion
Hungerford, Perry.....	Albion
Jacobs, Carlton L.....	Albion
Jones, Horace R.....	Missoula, Mont.
Jordan, Grace D.....	Albion
Joy, Mabel A.....	Springport
Keinath, J. George.....	Deerfield
Klopsch, Clara F.....	Michigan City, Ind.
Laity, Thomas.....	Kalamazoo
Lambrecht, John.....	Bay City

Latham, Everett B.....	Detroit
Lee, J. E.....	Claybank
Ludlow, Ruth L.....	Albion
Martin, John J.	Albion
Martin, Thomas H.....	Albion
Matthews, Clifford.....	Waterbury, Conn.
McDiarmid, M. Estelle.....	Lowell
McKenzie, Charles F.....	Banfield
McKinney, S. J. T.....	Albion
McLain, W. W.....	Lawton
Meiser, William.....	Cass City
Merrill, L. Adella.....	Kalamazoo
Miller, Marion.....	Albion
Moore, Sadie L.....	Albion
Mount, Fairy W.....	Albion
Mowry, Charles N.....	Sherwood
Moyer, Owen.....	Buffalo, N. Y.
Narrin, John.....	Ortonville
Newell, Burton, E.....	Grand Rapids
Newton, Arthur G.....	Albion
O'Hara, May.....	Albion
Ordway, Haddie.....	Grass Lake
Osborne, James.....	Albion
Osmond, Jessie L.....	Moretons, Hr.
Page, Lotta.....	Petoskey
Palmer, Abbie S.....	Highland
Peck, Cecil....	Albion
Phillips, Hildreth G.....	Parma
Post, Wilber E.....	Lowell.
Proctor, Ralph B.....	Wallace, Ill.
Purdy, Nellie T.....	Fowlerville
Ray, Lyman G....	Bostwick
Reeder, M. Louisa.....	Lake City
Reid, John M.....	Grand Rapids

Reynolds, Hardie L.....	Fenville
Reynolds, Theron.....	Minard
Robertson, George E.....	Albion
Robinson, Charles H.....	Lansing
Robinson, Mrs. E. M.....	Albion
Roether, Henry E.....	Albion
Rogers, M. Winifred.....	Detroit
Selway, Blanche.....	Dillon, Mont.
Shaw, Lewis W.....	Concord
Shipp, W. Samuel.....	Marshall
Staples, H. Earle.....	Whitehall
Stewart, Catherine M.....	Albion
Taylor, Hartley W.....	Albion
Taylor, Hollis P.....	Clinton
Tefft, Bessie A.....	Albion
Tefft, Lewis M.....	Albion
Temple, Thomas H.....	Albion
Thompson, Minnie.....	Saginaw
Tuttle, John L.....	Clinton
Wagner, John M.....	Hancock
Ward, Warren C.....	Pipestone
Wellington, Ada J.....	Springport
White, Irene M.....	Rochelle, Ill.
White, James O.....	West Bay City
White, Robert I.....	Lowell
Willison, Nelson.....	Hickory Corners.
Woodworth, Ora V.....	Albion
Zimmerman, Merrill J.....	Albion

Students not Pursuing Language Courses.

NAME.	RESIDENCE.
Ackley, Grace Mae.....	Albion
Althen, Clare F.....	Lowell
Anderson, Arthur E.....	Albion

Berridge, Ralph Griswold.....	Orion
Bird, Ray Harper.....	Parshallville
Breckenridge, Beatrice Georgia.....	Cleveland, O.
Burkam, Cassius Clay.....	Benton Harbor
Carman, Nellie.....	Albion
Craw, Emma O.....	Lowell
Ellis, Lawence S.....	Ellis
Ely, Charles E.....	Albion
Fairbank, Alice E.....	Morris
Fairbank, H. E.....	Battle Creek
Fox, G. Roy.....	Bay City
Gilmore, Arthur Jonas.....	Shepherd
Gordon, C. E.....	Tompkins
Holtzlander, Lulu M.....	Swartz Creek
Jacob, Henry F.....	Watrousville
Klopsch, Martha Joanná.....	Michigan City, Ind.
Lauphere, George Norris.....	Morengo
Manning, Wallace P.....	Grand Rapids
Maynard, Matie E.....	Marshall
McCallum, Will H.....	Thompson
McDonald, Margaret.....	Pickford
Michelson, Albert.....	Dalton
Palmer, Julia W.....	Highland
Pryor Lewis W.....	Albion
Quant, Harry R. E.....	Toronto, Canada
Reynolds, Bertha Camilla.....	Lansing
Robertson, C. Ray.....	Albion
Sheldon, William E.....	Parkers, N. Y.
Shotwell, Clara Louise.....	Detroit
Thompson, Mamie.....	Saginaw
Walker, Quinton.....	Albion
Wood, Elmer E.....	St. John
Wyatt, Richard.....	Apechee

Students in Conservatory of Music.

POST GRADUATES.

Piano.

Dickie, Clarissa B.....	Albion
Gale, Mrs. Elliott.....	Albion
Kiefer, Myrtie E.....	Homer
Robertson, Mrs Wilbur.....	Albion
Rouse, Lulu P.....	Albion

UNDERGRADUATES.

GRADE VII.

Clark, N. Irene.....	Albion
Cookingham, Mary E.....	Jackson
Cotton, Ollie M.....	Albion
Dickey, Nellie Augusta.....	Albion
Dissette, Frances Theresa.....	Albion
Groff, Nellie F.....	Albion
Potter, Bertha Louise.....	Ovid
Stoepel, Mrs. Jessie V. C.....	Albion
Woodhams, Florence Josephine.....	Plainwell
Wortley, Maud Marian.....	Chelsea

GRADE VI.

Aumond, Glenn Albert.....	Detroit
Allen, Alta Mae.....	Albion
Aldrich, Lillian.....	Homer
Andrews, Ella M.....	Albion
Bryant, Blanche.....	Jackson
Cole, Margaret L.....	Albion
Cross, Millicent A.....	Bangor
Clark, Lula.....	Albion
Garlick, Leda Mae.....	Albion
Loud, Jennie.....	Albion

Lane, Louise S.....	Homer
McEwing, Catherine.....	South Haven
McMaster, Lucie	Ludington
Miner, May Percival.....	Albion
Matson, Mabel.....	Pleasant Lake, Ind.
Purdy, Thirza Nellie.....	Fowlerville
Snyder, Carrie A.....	Albion
Thomas, Bertha A.....	Sturgis
Thompson, Minnie.....	Saginaw
Welch, Winifred E.....	Homer
Wixom, Anna L.....	Wixom

GRADE V.

Ball, Cora E.....	Albion
Brown, Alberta.....	Plainvill
Bender, Abba R.....	Eaton Rapids
Barber, Mrs. C. L.....	Albion
Carr, Maude Sofa.....	Tekonsha
Fleming, Grace E.....	Dowagiac
Hallenbeck, Maud.....	Charlevoix
Ives, Alice Helene.....	Galesburgh
Knickerbocker, Mrs. W.....	Albion
Osborne, Emma A.....	Albion
Phillips, Beulah.....	Jackson
Pett, Mary E.....	Carson City
Reiley, B. Adale.....	Marshall
Roode, Kathrine P.....	Albion
Rockafellow, Lulu.....	Carson City
Smith, Mabel E.....	Albion
Smith, L. Clare.....	Albion
Tefft, Bessie A.....	Albion
Woodworth, Ora Verona.....	Albion

GRADE IV.

Bowles, Eva.....	Albion
------------------	--------

Carr, Jennie Belle.....	Albion
Coykendall, D. Meda.....	Albion
Clark, Belle A.....	Williston, Vt.
Gillett, Estella L.....	Owosso
Gibson, Frances M.....	Lake Side
Holling, Lulah Marion.....	Henrietta
Holcomb, Carrie A.....	Fowlerville
Holzlander, Lulu.....	Swartz Creek
Jacobs, Edythe.....	Albion
Leonard, Bertha E.....	Linden
Munroe, Marian.....	Albion
Paton, Evalyn.....	Flushing
Pickett, Emma.....	Leslie
Richie, James.....	Albion
Smith, Josephine.....	Girard
Soule, Martha I.....	Albion
Willis, Orpha.....	Onondaga

GRADE III.

Baker, Myrtie.....	South Boston
Birchard, Louise Anna.....	Cambridgeboro, Pa.
Bolster, Edith.....	Albion
Dorr, Florence Edith.....	Sharonville
Dalrymple, Hattie.....	Albion
Davis, Daisy.....	Albion
Greeley, Gertrude.....	Albion
Holmes, Mrs. I. N.....	Homer
Hatch, Madeline.....	Homer
Klopsch, Clara Franceska.....	Michigan City, Ind.
Ludlow, Ruth Alberta.....	Deerfield
Montran Ida.....	Albion
Rouse, Mortimer Perry.....	Dowagiac
Staley, Maud A.....	Gaylord
Varney, Elsie Nellie.....	Albion
Waggoner, Ethel.....	Pinnebog

GRADE II.

Blanchard, Jessie.....	Jackson
Hagger, Amy Evelyn.....	Avis
Holmes, Leo B.....	Albion
Klopsch, Martha Joanna.....	Michigan City, Ind.
Lohr, Nora.....	Albion
Mosher, Margeret.....	Albion

GRADE I.

Bliss, Cora Barton.....	Saginaw
Hagel, Maud.....	Albion
Barry, Mary P.....	Albion
Thompson, Georgie.....	Albion

NOT CLASSIFIED.

Brown, Adah F.....	Addison
Breckenridge, Beatrice Georgia.....	Cleveland, O.
Babcock, Rena.....	Albion
Butler, Mrs. Leon.....	Pulaski
Caleb, Elizabeth.....	Pontiac
Fast, Zulu Elouise.....	Mendon
Gilbert, Merritt C.....	Albion
Gale, Albert A.....	Albion
Hamlin, Edith.....	Pulaski
Knauss, Nettie B.....	Three Rivers
Niles, Irene.....	Flushing
Palmer, Julia W.....	Highland
Prim, Arlie.....	Albion
Page, Lotta.....	Petoskey
Rogers, Effie.....	Detroit
Root, Mrs. E. K.....	Plainwell
Shotwell, Clara Louise.....	Detroit

Organ.

Cotten, Ollie M.....	Albion
Dissette, Frances Theresa.....	Albion

Dickie, Clarissa B.....	Albion
Hungerford, Perry R.....	Albion
McMaster, Lucie.....	Ludington
Pett, Mary E.....	Carson City
Perrine, May L.....	Eaton Rapids
Richie, James.....	Albion

Violin.

Clark, Lula.....	Albion
Dickey, Nellie Augusta.....	Albion
Dickie, Mamie.....	Albion
Gemberling, Adalaide.....	Albion
Smith, Josephine.....	Girard
Smith, Mabel E.....	Albion
Smith, L. Clare.....	Albion
Wortley, Maud Marion....	Chelsea

'Cello.

Niles, Will A.....	Albion
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Guitar.

Lulu P. Rouse, Teacher.

Burden, Grace.....	Albion
Clark, Fred Walden.....	Dryden
Caldwell, Mabel M.....	Albion
Davis, Emma.....	Albion
Dowd, Mrs. F. S.....	Albion
Ford, Myrtie A.....	Albion
Graves, Agnes.....	Albion
Holling, Lulah Marion.....	Henrietta
Kendrick, Lotta.....	Albion
Ordway, Haddie B.....	Grass Lake
Paine, L. Henry.....	Steubenville, O.
Pierce, Chas.....	Marengo
Randall, Bessie E.....	Tekonsha
Starks, Lella....	Rice Creek

Mandoline.

Brown, Benj. Albion
 Goodenow, Fannie. White Pigeon

Cornet.

Bradley, Franklin F. Morenci
 Goodenow, Fannie. White Pigeon
 Hungerford, Perry R. Albion
 Knickerbocker, Lloyd. Albion
 Paddock, Bernard. Albion
 Sheehan, Wm. E. Barkers, N. Y.
 Wordworth, Leo D. Albion
 Wagner, John Munson. Hancock

Clarinet.

Boys, Chas. Edward. Grenola, Kas.

Flute.

Perine, LeeRoy Edwin. Albion

Voice.

Allen, Susie. Homer
 Armstrong, Mrs. Martha. Albion
 Baum, Nellie Irene. Albion
 Baum, Lina Belle. Albion
 Baker, Myrtie. South Boston
 Burnett, Walter Everett. Tecumseh
 Boss, Hattie E. Caro
 Brown, Adah F. Addison
 Birchard, Louise Anna. Cambridgeboro, Pa.
 Brown, Ruth Mignon. Springport
 Bristol, Bertha G. Cheshire, Conn.
 Bliss, Cora Barton. Saginaw
 Burdick, Louise. Albion
 Babcock, Rena. Albion
 Barber, Dr. C. L. Albion

Barber, Mrs. C. L.....	Albion
Breckenridge, Beatrice Georgia.....	Cleveland, O.
Buck, Wm. Bradford.....	Kalamazoo
Catton, Fannie Olive.....	Constantine
Cookingham, Mary E.....	Jackson
Cole, Margaret L.....	Albion
Carman, Emma.....	Albion
Caldwell, Mabel M.....	Albion
Carman, Nellie.....	Albion
Cottrell, Frank Marion.....	Jackson
Dickie, Clarissa B.....	Albion
Dissette, Frances Theresa.....	Albion
Duncan, Victor Eugene.....	Grand Rapids
Dunning, Edgar Clarence.....	Albion
Elder, Mary.....	Kalamazoo
Fleming, Grace E.....	Dowagiac
Faxon, Gertrude Estelle.....	Owosso
Fenn, M. Caroline.....	Cass City
Garlick, Leda Mae.....	Albion
Goodenow, Fannie.....	White Pigeon
Gibson, Jennie Editha.....	Otsego
Gillette, Estella L.....	Owosso
Hannaford, Ada J.....	Jackson
Hagger, Amy Evelyn.....	Avis
Holling, Lulah Marion.....	Henrietta
Hallenbeck, Maud.....	Charlevoix
Ives, Alice Helene.....	Galesburgh
Kishpaugh, Wm. Archie.....	Seymour Lake
Lynn, George J.....	Springport
Mayer, Owen.....	Buffalo, N. Y.
McEwing, Catherine.....	South Haven
Mays, Hattie B.....	Albion
Michelson, Albert.....	Dalton
McCallum, George Percy.....	Thompson

Osborne, James.....	Albion
Ott, Anna Gertrude.....	Albion
Osmund, Jessie L.....	Moretons, Hr.N.F.L
Potter, Bertha L.....	Ovid
Pratt, Mary Belle.....	Tekonsha
Palmer, Julia W.....	Highland
Pickett, Emma.....	Leslie
Paton, Evalyn F. P.....	Flushing
Pratt, Eva L.....	Tekonsha
Purdy, Thirza Nellie.....	Fowlerville
Pierce, Harvey Glenn.....	Stoney Creek
Pearson, John M.....	Albion
Phelps, Mary.....	Pontiac
Roberts, Maud.....	Albion
Rouse, J. Leora.....	Albion
Rouse, Mortimer Perry.....	Dowagiac
Robinson, Wm. Allen.....	Albion
Robertson, William.....	Albion
Roberts, Albert Jay.....	Central Mine
Staley, Maud A.....	Grayling
Starr, Madeline M.....	Springport
Sheehan, Wm. E.....	Barkers, N. Y.
Starks, Blanche.....	Rice Creek
Shotwell, Carrie Louise.....	Detroit
Taylor, Hartley Wright.....	Albion
Thayer, Eugene B.....	Owosso
White, Fannie M.....	Albion
Wiley, Merlin L.....	Sault Ste Marie

Public School Music.

Babcock, Rena.....	Albion
Catton, Fannie Olive.....	Constantine
Dean, Mary.....	Albion
Fenn, M. Caroline.....	Cass City
Faxon, Gertrude Estelle.....	Owosso

Students in Painting.

Allen, Ja Nette B.....	Albion
Allen, Susie R.....	Homer
Barry, Mrs. A. M.....	Albion
Bliss, Cora B.....	Saginaw
Caldwell, M. Mabel.....	Albion
Cole, Lawrence.....	Albion
Cole, M. Lulu.....	Albion
Dickie, Ada.....	Albion
Faxon, Emma Belle.....	Springport
Faxon, Gertrude E.....	Owosso
Gillam, Harriet.....	Lansing
Gordon, Charles E.....	Tompkins
Ismon, Mary.....	Albion
McPherson, Margaret.....	Eckford
Ott, Anna G.....	Albion
Saunders, Lula.....	Eckford
Selway, Blanche.....	Dillon, Mont.
Wellington, Ada.....	Springport
Wightman, Mrs. R. R.....	Albion
Woodhams, Florence J.....	Plainwell
Woodworth, Ella.....	Albion

Decorative Painting.

Allen, Martha E.....	Birmingham
Allen, Ja Nette.....	Albion
Brown, Mrs. John G.....	Albion
Bliss, Cora B.....	Saginaw
Craw, Emma O.....	Lowell
Cookingham, Mary.....	Jackson
Dearing, Mrs. Palmer.....	Albion
Davis, Mrs. Will.....	Albion
Dickie, Ada.....	Albion

Fast, Zulu E.....	Mendon
Fox, Mabel	Albion
Gillam, Hattie.....	Lansing
Gale, Mrs. Harry.....	Albion
Garfield, Mary H.....	Albion
Hoaglin, Mrs. F. F.....	Albion
Niles, Irene.....	Albion
Potter, Bertha L.....	Ovid
Parmeter, Mrs. E. L.....	Albion
Wagner, Mrs. W.....	Hillsdale

Students in Commercial School.

General Commercial Course.

Ackley, Grace Mae.....	Albion
Anderson, Arthur.....	Albion
Aiken, Howard Charles.....	Albion
Alger, George L.....	Albion
Althen, L. Clare.....	Lowell
Boyd, John Lafayette.....	Albion
Baarman, Casper.....	Zeeland
Belcher, Perry Orson.....	Albion
Bilsborrow, Charles.....	Albion
Burkam, Ferdinand Russel.....	Benton Harbor
Brown, Ruth Mignon.....	Springport
Burkam, Cassius Clay Jr.....	Benton Harbor
Clark, Will H.....	Lowell
Clark, Fred Walden.....	Dryden
Crane, James R.....	So. Frankfort
Church, George M. C.....	Albion
Culver, Allen M. Jr.....	Albion
Cartey, Reed Paul.....	Albion

Cushman, H. W.....	Three Rivers
Dickey, Claude R.....	Albion
Dixon, Zoie.....	Albion
Dyer, Harvey J.....	Plainfield
Ellis, Lawrence S.....	Ellis
Ferris, Mervin Lee Roy.....	Jackson
Fairbanks, A. E.....	Morrice
Gunnison, Gardner B.....	Albion
Gilmore, Arthur Jonas.....	Shepherd
Hastings, Jennie.....	Jackson
Henke, Walter E.....	Missoula, Mont.
Hazen, Marcus E.....	Detour
Halladay, Alice E.....	Clinton
Holt, Effie M.....	Homer
Hiscock, Charles Orrin.....	Chicago, Ill.
Hamilton, Robert.....	Albion
Knauss, Nettie B.....	Three Rivers
Lanphere, George Norris.....	Marengo
Lindsay, James Forrest.....	Wyandotte
Lohrke, Paul.....	Albion
Leonard, Eugene.....	Albion
Lonsbery, Marion Bertha.....	Springport
Manning, Wallace P.....	Grand Rapids
McCormick, Erwin D.....	Albion
Miller, Marion.....	So. Albion
McCallum, Will H.....	Thomson
McKinney, S. J. Tilden.....	Albion
Michelson, Albert.....	Dalton
McDonald, Margaret.....	Pickford
Perrin, Preston D.....	Vassar
Ray, Lyman G.....	Bostwick
Robertson, C. Ray.....	Albion
Smith, William B.....	L'Anse
Stoddard, Grace M.....	De Land, Fla.

Sheehan, William E.....	Barkers, N. Y.
Shepard, Carrie L.....	Albion
Taylor, Hartley Wright.....	Albion
Van Skyhawk, Arthur L.....	Menominee
Van Sick'e, Elmer I.....	Marengo
Waggoner, Ethel.....	Pinnebog
Waggoner, William Benson.....	Pinnebog
Wyatt, Richard.....	Opechee
Watson, Hugh.....	Menominee
Wood, Elmer E.....	Escanaba
Wiley, Adah Maude.....	Albion
Wheaton, Horace G.....	Albion
Walker, Jennie.....	Jackson

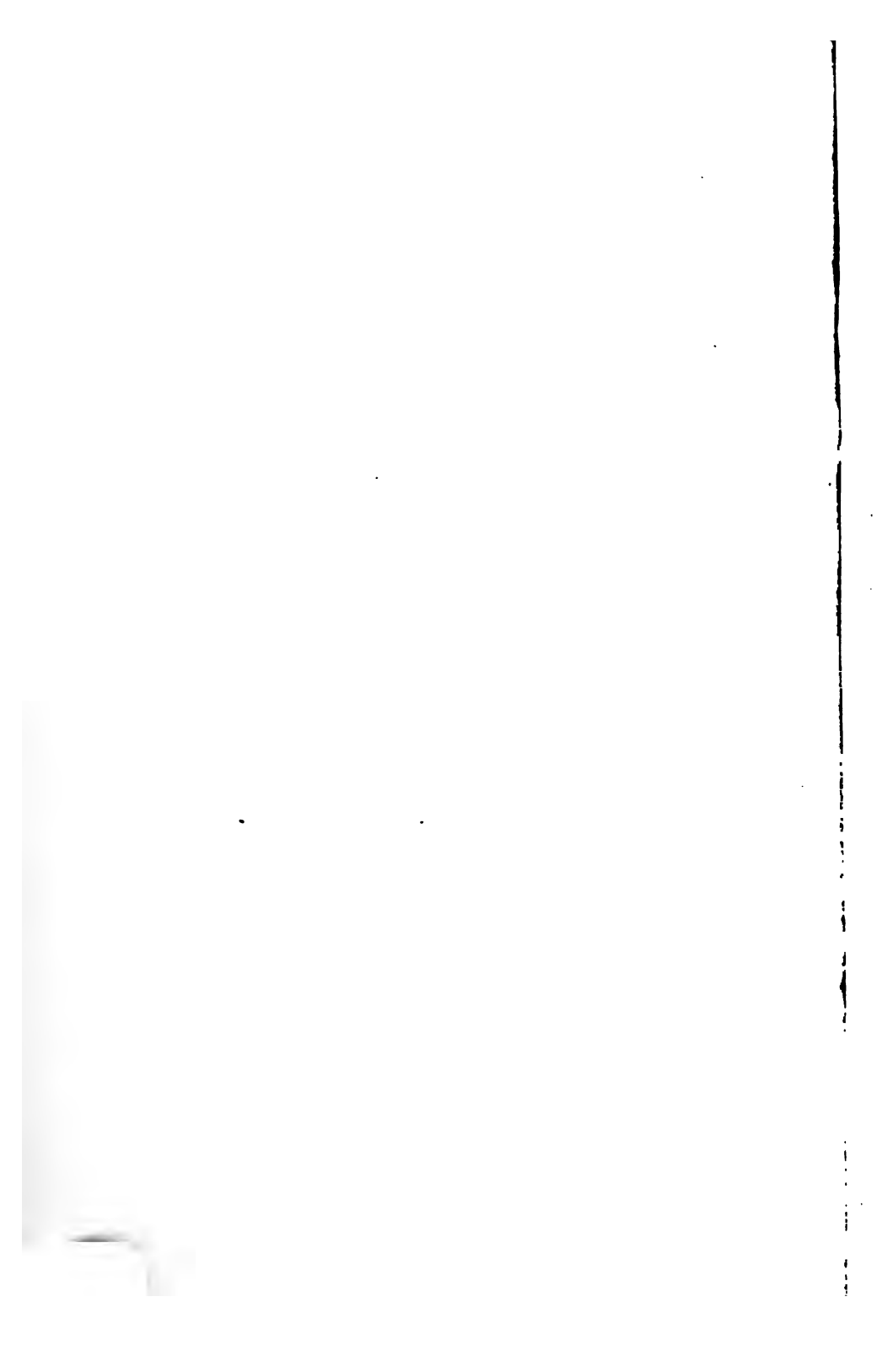
Shortband and Typewriting.

Aiken, Howard Charles.....	Albion
Baarman, Casper.....	Zeeland
Carty, Reed Paul.....	Albion
Dickey, Claude R.....	Albion
Ford, Myrta A.....	Albion
Goodenow, Fannie.....	White Pigeon
Henke, Walter E.....	Missoula, Mont.
Jones, Horace R.....	Missoula, Mont.
Leonard, Eugene.....	Albion
Lonsberry, Marian Bertha.....	Springport
Lindsay, James Forrest.....	Wyandotte
Narrin, Will.....	Ortonville
Sayles, Sydney E.....	Evart
Sheehan, William E.....	Barkers, N. Y.
Thayer, Eugene B.....	Owosso
Wiley, Adah Maude.....	Albion

Albion College.

- I. College of Liberal Arts.***
- II. Normal Course.***
(Under State Law.)
- III. Sub-Collegiate Department.***
- IV. General Academic Department.***
- V. Conservatory of Music.***
- VI. School of Painting.***
- VII. Business College.***

Year Book, 1895-96.



YEAR BOOK

—OF—

Albion College

—FOR—

1895-96

Albion, Michigan

Published by Albion College

1896

Recorder Job Print, Albion, Mich.

CALENDAR 1896-97.

1896

Commencement Week.

- June 17—Commencement Reminiscence Meeting, 8 p. m.
June 18—Anniversary of College Society, 8 p. m.
June 19—Anniversary of College Society, 8 p. m.
June 20—Closing Day of Examinations.
June 21—Commencement Sunday.
June 22—Class Day.
June 23—Annual Meeting of Board of Trustees, 2 p. m.
June 23—Open Air Concert, 6 p. m.
June 23—Alumni Anniversary, 8 p. m.
June 24—Conservatory Day—Commencement Concert, 8 p. m.
June 25—Commencement Day.

Opening of the College Year.

- Sept. 22—Examination of Candidates for Admission; also
Special Examinations, 9 a. m.
Sept. 23—Enrollment Day—Commencing, 9 a. m.
Sept. 24—First Chapel Exercises, 9 a. m.
Nov. 18—College Day.
Dec. 9—Meeting Board of Trustees, 2 p. m.
Dec. 23—Term closes at 12 m.

Holiday Vacation.

1897

- January 4— { Entrance and Special Examinations, 9 a. m.
 { Enrollment Day, 9 a. m.
January 5—Recitations begin—Chapel 9 a. m.
January 28—Day of Prayer for Colleges.
March 25—Term Closes at 12 m.

Spring Vacation.

- April 6— { Entrance and Special Examinations, 9 a. m.
 { Enrollment Day.
April 7—Recitations begin—Chapel 9 a. m.
June 24—Commencement Day, preceded by Exercises of
Commencement Week.

BOARD OF TRUSTEES.

Officers.

President.

LEWIS RANSOM FISKE.

Vice-President.

JOHN GRAHAM.

Second Vice-President.

CHARLES M. RANGER.

Treasurer.

EUGENE P. ROBERTSON.

Secretary.

SAMUEL DICKIE.

Members.

LEWIS RANSOM FISKE, Ex-Officio.

ELECTED BY DETROIT CONFERENCE.

Term Expires.

Horace Hitchcock,.....	Detroit.....	1896
Rev. Lewis P. Davis,.....	Detroit.....	1896
Hon. Henry M. Loud,.....	Oscoda.....	1897
Hon. Aaron T. Bliss,.....	Saginaw.....	1897
George O. Robinson,.....	Detroit.....	1898
Joseph L. Hudson,.....	Detroit.....	1898

ELECTED BY MICHIGAN CONFERENCE.

Edwin N. Parsons,.....	Albion.....	1896
Rev. Wilbur I. Cogshall,.....	Grand Rapids.....	1896
Hon. George M. Buck,.....	Kalamazoo.....	1897
Rev. Amos M. Gould,.....	Coldwater.....	1897
Rev. John Graham,.....	Albion.....	1898
E. J. Phelps,.....	Kalamazoo.....	1898

ELECTED BY SOCIETY OF ALUMNI.

Rev. Edward Bennett Bancroft,...	Adrian.....	1896
Samuel Dickie,.....	Albion.....	1897
Charles M. Ranger,.....	Battle Creek.....	1898

Endowment Fund Committee.

George E. Wasey,.....	Detroit.....	1898
Hon. Daniel Striker,.....	Hastings.....	1901
Hon. Clement Smith,.....	Hastings.....	1904

Standing Committees for 1895-96.

EXECUTIVE COMMITTEE.

Lewis R. Fiske, Samuel Dickie, John Graham, C. M. Ranger.

AUDITING COMMITTEE.

Lewis R. Fiske, Samuel Dickie, John Graham, C. M. Ranger.

FINANCE COMMITTEE.

Samuel Dickie, Horace Hitchcock, E. J. Phelps.
Edwin N. Parsons.

COMMITTEE ON FACULTY.

Lewis R. Fiske, H. M. Loud, Geo. M. Buck,
A. M. Gould.

COURSES OF STUDY.

Lewis R. Fiske, Lewis P. Davis, Edward B. Bancroft,
George O. Robinson.

RULES AND REGULATIONS.

Lewis R. Fiske, Joseph L. Hudson, Wilbur I. Cogshall.

LIBRARY AND APPARATUS.

Aaron T. Bliss, Geo. M. Buck, Joseph L. Hudson,
George O. Robinson.

BUILDINGS AND GROUNDS.

Lewis R. Fiske, John Graham, Samuel Dickie, C. M. Ranger.

Visitors and Examiners.

ON BEHALF OF THE STATE.

Hon. H. R. Pattengill, Supt. of Public Instruction, Lansing

APPOINTED BY DETROIT CONFERENCE.

Rev. Herman C. Scripps, ... Detroit
Rev. Geo. Whitaker, ... Detroit

APPOINTED BY MICHIGAN CONFERENCE.

Rev. William Denman, ... Battle Creek
Rev. Edward A. Armstong, ... Quincy

Officers of Instruction and Government.

LEWIS RANSOM FISKE, PRESIDENT.

CARL BRUNO SCHEFFLER, DIRECTOR OF CONSERVATORY.

HENRIETTA ASH BANCROFT, PRECEPTRESS.

WASHINGTON GARDNER, PUBLIC LECTURER.

DWIGHT BRYANT WALDO, SECRETARY.

**LEWIS RANSOM FISKE, John Owen Professor of Intellectual
and Moral Philosophy. *703 Cass St.***

A. B., Michigan University, 1850; A. M., Michigan University, 1853; D. D.,
Aibion College, 1873; LL. D., Michigan University, 1879.

**DELOS FALL, David Preston Professor of Chemistry.
*1101 Michigan Ave.***

B. S., Michigan University, 1875; M. S., Michigan University, 1882.

**CARL BRUNO SCHEFFLER, Professor of Piano, Harmony and
Counterpoint, Director of Orchestra. *605 Cass St.***

**SAMUEL DAVIS BARR, William Hadley Brockway Professor of
Mathematics. *111 Oswego St.***

A. B., Williams College, 1853; A. M., Williams College, 1856.

**ROBERT S AVANN, Professor of Latin Language and Literature.
*1232 Jackson St.***

A. B., Harvard University 1877; A. M., Harvard University, 1880; Ph. D.,
Boston University, 1881.

FREDERICK LUTZ, Professor of Modern Languages.
706 S. Superior St.

A. B., Harvard University, 1878; A. M., Baldwin University, 1879.

CHARLES ELISHA BARR, Ezra Bostwick Professor of Astronomy and Acting Professor of Biology.
111 Oswego St.

A. B., Williams College, 1881; A. M., Williams College, 1887.

DWIGHT BRYANT WALDO, Henry M. Loud Professor of History.
417 E. Erie St.

Ph. B., Albion College, 1887; Ph. M., Albion College, 1890.

FREDERICK SAMUEL GOODRICH, Professor of Greek Language and Literature.
1100 E. Porter St.

A. B., Wesleyan University, Middletown, 1890.

Samuel O. Knapp Professor of Geology and Mineralogy.

HENRIETTA ASH BANCROFT, Professor of English Language and Literature.
116 Huron St.

Ph. B., Cornell College, 1885; Ph. M., University of Michigan, 1888.

CHARLES LINCOLN McCLELLAN, Principal of Commercial Department.
712 N. Superior St.

ELLEN JOSEPHINE CLARK, Teacher of Latin.
403 Jackson St.

A. B., Albion College, 1868; A. M., Albion College, 1871.

SMITH BURNHAM, Teacher of History.
1102 E. Porter St.

Ph. B., Albion College, 1892.

RICHARD CLYDE FORD, Teacher of Modern Languages.
1113 E. Cass St.

Ph. B., Albion College, 1894.

CHARLES SHERMAN JACOBS, Teacher of Greek.
1006 Michigan Ave.

A. B., Albion College, 1893; A. M., Albion College, 1894.

CLEMENT EUGENE ROOD, Teacher of Astronomy and Physics.
411 Fitch St.

Ph. B., Albion College, 1894.

* Chair not filled, but instruction given.

WILLIAM HENRY SIMMONS, Assistant to Professor of Chemistry.
602 E. Porter St.

A. B., Albion College, 1893.

GRACE COGSHALL FORD, Teacher of English.

1113 East Cass St.

A. B., Albion College, 1894.

HARRIET NEWELL LEONARD, Teacher of Painting, Perspective and Drawing.
1013 E. Erie St.

MARGARET ELIZABETH MOSHER, Teacher of Decorative Painting.
311 Michigan Ave.

JENNIE AMELIA WORTHINGTON, Teacher of Piano and Harmony.
515 Michigan Ave.

JOHN M PEARSON, Teacher of Piano and Organ.

1002 E. Porter St.

CARRIE M. BOLSTER, Teacher of Piano.

313 Bidwell St.

ETHEL CALKINS, Teacher of Piano and Musical History.

1000 E. Porter St.

MARTHA REYNOLDS COLBY, Teacher of Violin. *Jackson.*

KATHERYN MUZETTE BRANDON, Teacher of Voice.

311 Bidwell St.

LULU PEARL ROUSE, Teacher of Guitar and Mandolin.

318 Michigan Ave.

GEORGE EMORY DEAN, Teacher of Cornet and Conductor of the Band.
710 N. Ionia St.

WILLIS E HANSON, Teacher of Banjo.

506 Michigan Ave.

MARY PHELPS, Teacher of Art of Expression. *1110 Perry St.*

DORA HOUSTON PITTS, Teacher of Shorthand and Typewriting.

407 E. Porter St.

SARA MAREEA SKILLMAN, Teacher of Physical Culture.

403 Jackson St.

BARTON S. TAYLOR, M. D., Librarian.

1109 E. Erie St.

Organization and Government.

In 1835 the institution was chartered as an Academy, under the corporate name of "Spring Arbor Seminary," and located at Spring Arbor. The School never opened at the above named place, and, in 1839, the State Legislature amended the charter, changing the name to "Wesleyan Seminary" and establishing it at Albion. The institution was opened for the reception of students in November, 1843.

In 1849, the charter was further amended, creating a Female College, making the corporate name of the school "Wesleyan Seminary and Female Collegiate Institute," authorizing the granting of degrees to women. In 1861, the Legislature granted full college powers, making the corporate name "Albion College," and providing that the courses of study should not be inferior to those of the University of Michigan.

The general management of the institution is vested in a Board of Trustees, consisting of sixteen persons, six elected by the Detroit Conference of the Methodist Episcopal Church, six by the Michigan Conference, and three by the Society of Alumni. With the foregoing the President of the college is associated as a member *ex-officio*. The State appoints annually a Board of Visitors and Examiners to inspect the workings of the college, which Board makes a Report to the Superintendent of Public Instruction. Boards of Visitors are also appointed by both the Detroit and Michigan Conferences, and also by the Society of Alumni.

In the interim of meetings of the Board of Trustees a certain measure of power is vested in an Executive Com-

mittee consisting of the officers of the Board, who are also constituted an Auditing Committee.

The immediate government of the college is in the hands of the President and Faculty. The enrollment of the student carries with it obligations to perform the work assigned, and to live up to the spirit of the institution in study and deportment. The purpose of college life should be to secure scholarship, to broaden and culture the mind, and to build up noble character.

Character of the School.

The institution is a college of Liberal Arts. It aims to lead young men and women along paths of study and knowledge, to cultivate the intellectual powers, to promote the scholarship of the individual and the intelligence of the public. It is not a theological school. There are a few elective Biblical studies, but no chair of theology. A chair of the English Bible has been provided which is in no sense Denominational. There are no theological tests and no religious exactions beyond regular attendance at chapel exercises during school days, and attendance on church on the Sabbath, giving the students their choice of place of worship. The students come from families which represent the different Protestant churches, some, indeed, from Catholic families. The college was not founded in antagonism to State schools, but to do a work for the church which, in the judgment of the originators, the State could not do; that is, to give the church more efficiency than it would otherwise possess, and also to meet an obligation to aid in the general culture of the public without reference to denominational ends.

But, believing in morality, we must believe in religion. No institution of learning will have a healthy, moral atmosphere which is not pervaded by a Christian spirit. To guard young men from the vices so common in every community, there must be a distinct religious sentiment and a positive spiritual atmosphere from which immorality is shut out, and which serves as an inspiration to pure thoughts and a correct life. But while Albion College does not teach theology, it does teach God as the Creator of all things, as a personal providence to every human being, as the author of the Bible, and who, in Christ, the Redeemer of the world, is ready to save every one who will come unto Him. While the school is not sectarian, and does not interfere with the denominational preferences of any student, and while it does not aim to make educated ministers any more than educated lawyers or physicians or business men, it does hold that God has rights in every lecture-room, that he must not be shut out from any department of instruction, and that truth can have no foundation only as it rests finally on the being and creative power of God. The authorities of the college hold that character is more than scholarship, and to be perfect the character must be Christian. The aim is to supply the world with educated Christian men and women for all the professions, for all departments of legitimate business, and for all proper relations in life.

The census has shown that usually more than two-thirds of the students are church members, nearly all religious bodies, as mentioned above, being represented here.

The atmosphere is, therefore, moral, the product of religious convictions. In connection with the college there are societies of young men and women organized for religious culture and work.

Location.

As with many other institutions of learning, the college bears the name of the place where it is located. Albion is a thriving young city of 5,000 inhabitants, situated in Calhoun County, near the central portion of the Lower Peninsula of Michigan. It is one of the most beautiful towns in the State. The ground is rolling and picturesque, so that the view is delightful as gained from any point. It has several large manufacturing establishments which add much to the capital of the place. These are principally in the western portion, the college being in the eastern part, of the city. It is a very healthy town, depending partly on the topography of the place and partly on its unusually pure water. Its system of water works is supplied with water from artesian wells, which reach down into the rocks 100 feet from the surface. The postal facilities are equal to those of the largest cities as there is free mail delivery. Albion is on the main line of the Michigan Central Railroad, 95 miles west of Detroit. The facilities of communication are all that could be desired. The Lansing Division of the Lake Shore & Michigan Southern crosses the Central at this place, providing direct connections with the main line of the Lake Shore on the south; and at the north with the Grand Rapids Division of the Michigan Central, the Detroit, Lansing & Northern, the Grand Trunk, and other lines. The country about Albion possesses much of scenic beauty, and comprises some of the finest farming lands in the State.

Grounds and Buildings.

The College Campus consists of about twenty acres of ground, is by nature a charming part of the city, and has

been much improved by art. The principal part of this area is either occupied by college buildings, or lies next to the buildings, sloping toward the business portion of the city. The balance of the ground is on the east side of the buildings and is largely covered by a beautiful grove. Skirting this grove, and occupying openings in the same, Lawn Tennis courts have been prepared and are kept in order by an association, organized in the interest of outdoor recreation.

The Central Building is the name applied to the first college structure, designated central as it now stands between two other structures erected at a somewhat later day, which was completed ready for use in 1843. In it all the work of the institution was carried forward for several years. It at first was a dormitory building, having a dining hall aside from students' rooms. Since 1878 it has been used solely for educational purposes, the dormitory system having been dispensed with. It is rectangular in form 40x100 feet, and four stories in height. This building accommodates the Conservatory of Music, contains three Lecture Rooms for the College of Liberal Arts, and the Biological Laboratory. It also contains the Museum of Mineralogy and Natural History, to which one-half of two stories is devoted, arranged as a main floor for minerals and paleontological specimens and the gallery for specimens in Natural History, Conchology, etc.

The North Building, occupying location just north of the foregoing, is 50x80 feet and three stories in height. It contains four Lecture Rooms, quarters for the Commercial School, the Art Studio, and two Literary Societies. This was erected in 1854 on the site of a building that was burned the preceding winter.

The Chapel Building stands directly south of the Central Building, also three stories high and 50x80 feet on

the ground. It was first intended for students' dormitories, but this plan was abandoned before the structure was completed, and in 1870 it was finished and dedicated as a chapel building. The second and third stories are wholly devoted to chapel purposes. This consists of a main floor and a spacious gallery. At the present time the first story is occupied as a Library room, Business Office and President's Room. The three foregoing buildings, as all the others, are of brick except foundation stories which in most cases are made of stone.

The Astronomical Observatory was erected in 1883, is two stories high, with a round tower which rises to three stories and surmounted by a dome.

On the lower floor are the lecture room of the department of Astronomy and Applied Mathematics, and the pier-rooms through which pass the brick supports for the fixed instruments. These are also utilized for containing the apparatus employed in the study of Physics. On the second floor are the Transit room, containing the Transit Circle, Clock and Chronograph, a computing room, a room for portable instruments and a room containing the Astronomical and Meteorological Library. In the round tower is placed the Equatorial.

The Gymnasium was completed in 1892. The first story is of field stone, above this the building consists of a heavy frame enclosed with brick. The lower story is devoted to bathing purposes, is fitted up with baths, dressing rooms, lockers, etc. The next story is of ample height, has a general floor for gymnastics, a gallery for a running track, offices, etc. In the rear end there is a room 70 feet in length used as a ball court. The building has a frontage of 54 feet, is 92 feet in depth, surmounted with a gothic roof to provide sufficient height, together with a bell tower. The building is well supplied with apparatus, furnishing

opportunity for drill and physical culture both for classes of young men and young women.

The McMillan Chemical Laboratory was erected in 1893, the gift of Hon. James McMillan, of Detroit.

The general form of a building that would best suit the requirements of the various departments was found to be a rectangle, 52x88 feet. This is divided into two parts in each story by a hall 13 feet in width. This provides a wide, recessed entrance on both sides the building.

There are three stories and a basement, all abundantly lighted by high and broad windows.

The basement story is 10 feet high and contains a boiler and fuel room, an assay laboratory with three furnaces and a fire table; a fire-proof storage vault; a research room; a room for large gas tanks holding oxygen and hydrogen; a distilling room, with fire-proof tables, hoods, etc.; a lavatory, a storage room, and a second large research room.

In the first story, which is 13 feet high, there is, on one side of the hall, the organic laboratory, 27x30 feet, containing tables for 24 students, with 29 feet of hoods, also wall tables, cases for chemicals, etc. Adjacent to this is the quantitative laboratory, 22x30 feet, with tables for 20 students, hoods, wall tables, etc.; a combustion room, 10x17 feet, and dispensing room, 10x21 feet.

On the other side of the hall is the instructor's study. This is furnished with book cases, fire place, wardrobe, etc. Off this is a private laboratory, with large table, hoods, wall tables, cases, etc. The balance room, 9x21 feet, and a research room, 15x30 feet, complete the equipment of this floor.

The second story is also 13 feet high and contains the qualitative laboratory, 40x49 feet, with tables for 80 students, with 7 hoods, wall tables, cases, etc. The lecture

room, also on this floor, 30x37 feet, will accommodate 82 students, the seating being arranged in rising tiers of chairs. This room also contains an elaborately furnished lecture table, provided with a large pneumatic cistern, a powerful down draught for handling noxious gases, wash bowl, gas, water and waste pipes at convenient intervals, hydrogen and oxygen from the tanks below, electric connections with dispensing and assistant's rooms, a plunge battery, etc.

Behind the lecture table is a hood 14 feet long, double counter-balanced blackboards, etc. Off the lecture room is an apparatus and preparation room, which contains cases for lecture table apparatus.

The third story is 10 feet high and contains a chemical museum, a class-room, a chemical society-room, three rooms for janitor's residence, store-rooms, etc.

The Laboratory is supplied with gasoline gas from a machine of 400 Bunsen burner capacity. Each student's table is provided with two gas and two water cocks, wash bowl, two drawers, cupboards and shelves. The gas and water are also distributed to all hoods, dispensing rooms, etc.

Apparatus and chemicals are furnished to the student at as low a price as will actually cover the cost to the college. The fees are much lower than at many other laboratories of its grade.

Two Fraternity Halls have been erected on the east portion of the college grounds, the institution having granted leases of sites for a certain period of time.

The Bliss Memorial Library Building has not yet been erected. Hon. Aaron T. Bliss, who makes a gift of this building to the College, has had detailed plans made which have been accepted by the Trustees. But as yet the sum prescribed for the endowment of the library—which was

made the condition for the erection of the structure—has not all been secured. It is hoped that as the times improve the required endowment will be completed. The architectural appearance of the building will be pleasing and imposing. The interior arrangements will be of the most modern order, adapted to the new conditions which the college of to-day has created.

Steps Preliminary to Admission into College.

1. The Year Book contains such information in regard to the College as the student needs to gain before coming to the institution. It will be mailed to any person writing for it.

2. All candidates for admission must first call at the President's Room, No. 3, Chapel Building. They must present satisfactory testimonials of good character. No others are admitted. If the candidate for admission comes from another institution, he must bring a certificate of honorable dismissal.

3. The next point to be settled is that of preparation to take up the prescribed courses of study, or the determination of the classification if advanced standing is sought. If the student comes from an approved school his certificates will be examined and his classification given him. If he does not enter on certificates he will be examined.

4. After the foregoing work is attended to the student is enrolled and his work assigned him.

Enrollment Day.—The opening day of each term is Enrollment Day. As a special list of students is prepared for each term, all students must report for enrollment on the first day of the term. For new students this is the act by which they become members of the institution. The

tickets issued contain a list of the studies to be pursued, and also a statement of dues—*which must be paid before the student is admitted to recitations*. All individuals intending to enter any of the departments of the College should report on first day if possible. If this cannot be done, they will be received at a later date, if qualified to enter the classes. Persons who are already students are also *required* to take out their term tickets on Enrollment Day so as to be able, on the following day, to commence their work with the regular classes. The closing of a term does not terminate the student's connection with the institution; *and unless he graduates or is excused by the President he must be present on the first day of the succeeding term*. Absence on that day is as much a violation of the rules and order of the school as though it occurred in the middle of the term.

Examination of Candidates for Admission.—At the opening of College Year, *on the day preceding enrollment*.

At the beginning of the Winter and Spring Terms—*on Enrollment Day*.

The Faculty are not at liberty to give instruction previous to the presentation of the Study Ticket *stamped* by the Secretary.

Requirements for Admission into the Institution.

College of Liberal Arts.

Candidates for admission to the Freshman class must be at least sixteen years old, must pass examination in the Primary English Branches, and in all the studies of the Sub-Collegiate Course, or studies equivalent thereto, as

taught in the High Schools, unless admitted on diploma or certificates from other schools under conditions elsewhere stated.

Candidates for advanced standing must, in addition to the foregoing, pass examination on advanced studies for which credit is sought; unless coming from other colleges whose work is accepted by us. Persons not candidates for a degree will be admitted to the regular classes, *but will be charged the matriculation fee, when their scholarship would entitle them to admission into the Freshman Class.*

Sub-Collegiate Department.

Candidates for admission into the Sub-Collegiate Department must have a knowledge of the primary branches, including Geography, Arithmetic and Grammar, so far as will fit them to take up the work of the First Sub-Collegiate year as printed in the Year Book. Starting with this preparation, those who are studious will be able to complete the course prescribed in four years, so as at that time to enter the Freshman Class. For advanced standing examinations must be passed on that part of the course for which credit is given, or on work equivalent thereto, unless certificates are brought for the same from accredited schools. The object of this department is two-fold:

(1.) To provide young people who desire to fit themselves for college with complete advantages for such preparation.

(2.) To supply academic work for those who do not care to prepare for college. These will be allowed to take such studies as their scholarship will enable them profitably to pursue, whether elementary or more advanced. If they take college studies, that is, studies taught only in the College of Liberal Arts, they will be expected to pay the matriculation fee.

Conservatory of Music.

Students are admitted to this Department at any stage in the course. They must confer with the Director of the Department to determine what work they can profitably carry. They will be assigned to such grade as their acquirements indicate.

School of Painting.

Before commencing work in the Studio, Painting students must procure tickets for the same, and talk with the Head of the Department as to plans of work, and proficiency—if any—already gained. The order and kind of work must be subject to the judgment of the Professor in charge.

Business Department.

The literary attainments of students entering this Department greatly vary, and hence practically they must be treated according to individual qualifications. The Principal must, therefore, be made acquainted with the fitness of each, on entering, for the studies he is to pursue. This can only be done by free and full conference with him.

Admission from High Schools.

1. Under conditions mentioned below, we shall accept, without examination of students, the work of the best High Schools of twelve grades as preparation for College. Under the same conditions we shall admit into our Fourth Sub-Collegiate year from schools of eleven grades which are known to be doing satisfactory work.

We advise students, in general, to pursue the courses in which they have been prepared for college, believing that the culture gained in each of the recognized courses

is of a distinctive type. If, however, the student, in preparing for college, has pursued the study of foreign or ancient language to only a limited extent, but desires to enter the Classical or any of our scientific courses, he may be thus classified though the time required for graduation must necessarily be increased. In accordance with the same principle graduates of a classical or other language course must take additional time to complete a course, the character of which is materially different. Recognizing, however, the fact that the graduates of our best twelve grade schools have gained a culture that should qualify them for admission to college, we have decided to admit such students, even under the circumstances mentioned above, to our Freshman class, though they may not be classified as Sophomores until such arrearages as the Faculty may determine, be made up.

2. The regulations for admission contained in the preceding paragraphs apply to all schools which

a. Have been approved by us; or

b. Have been approved by the Faculty of the University of Michigan; or

c. Have supplied us with the evidence that, in extent, quality and completeness of work, the pupil has gained the scholarship and culture required to enter our classes. If the school has received formal approval according to (a) or (b) of this paragraph, we shall admit students directly on their diplomas and certificates. But if the school is not included in one of these classes, and it is desired to enter into relations with Albion College, the course, or courses of study must be transmitted to us with such statements in regard to the work done as are considered important. This will be preliminary to an adjustment of relations.

3. To be admitted into the college without examination, the student, if coming from a school included in one

the classes of 2, (a) or (b), will present his diploma or certificates, together with a letter from the Superintendent or Principal of the school, informing us that his work has been thoroughly done, that his habits are studious, and that he possesses capacity for genuine scholarship. On the strength of this he will be immediately classified. If he comes from a school embraced in class 2, (c), he must present his diploma or school certificates, with a letter from the Superintendent or Principal of the school certifying to the earnestness and success of his school work. He will then be classified provisionally, according to the tenor of these documents, which classification will be made permanent after a few weeks' successful study in the Institution.

4. On account of the exceptional length and fullness of a few of the High School courses, the graduate sometimes finds that he has covered more subjects and done more work than is required for entrance into the best colleges. Such a graduate will be able to get *advanced credit* for some of the extra subjects thus taken, and to shorten his course in college by a third or even a half year. For this advanced credit High School certificates will be accepted, save in the case of those subjects suited only to a later stage in one's culture, such as Philosophy, Political Economy, Political Science, etc. The exact amount of credit to be given will in every case be determined by the head of the department interested.

For some years the conviction has been growing that colleges should offer special advantages, not only to High School graduates who expect to enter upon a professional career, but to all who have high aims in life. The fact has come to be appreciated that, for the development of intelligent manhood, for the best discharge of the duties of citizenship, for meeting the demands of the highest forms of the arts, and for keeping pace with the advancing

civilization of the age, the large class of persons who will carry forward the business and industries of the world would derive incalculable benefit from liberal culture.

But how can ambitious young men and women, who have formed high ideals of excellence, prepare for college? This preparation must, in most cases, be obtained in the High Schools, if gained at all. We recognize the fact that the High School exists to meet local wants, and does its work best when it most fully meets such wants. But for some years the Faculty of Albion College have been studying this question in the light of all the information they could obtain, with a careful scrutiny of the principles involved, and have reached the conclusion that the courses of study best adapted to the purposes of the High School may, and ought to be, accepted in preparation for college. We have tried the experiment and found it successful, of taking the student at the point up to which the best schools have educated him, giving him credit for all his work, if in the line of the course he has chosen. This practically throws college doors open to a large number of young persons who, on the old system, would be deprived of the advantages provided in the higher institutions of learning. By this plan we do not admit at any lower point of scholarship, but make the lines of study in preparation more flexible, holding that it is training and culture that are needed, which can be secured through superior and adequate range of work, rather than by adherence to the old method of following always a special line of studies. We have found that a large number of schools of twelve grades—in the quality and extent of work done—may be trusted to prepare for the Freshman year in college; and that many of the schools of eleven grades may be relied upon to fit the pupil for the Fourth or highest Sub-Collegiate year.

It is desirable, however, that a uniform order of studies

be provided for in all the High Schools of the state. When this shall be done the work of classification in the college will be greatly simplified. The movement inaugurated by the State Teachers' Association to secure such uniformity is deserving of all praise. When this end shall be reached Albion College will adjust her requirements to the provisions made and put the work of her own Preparatory School as far as practicable into harmony with the same.

Appliances.

Library.

The Library contains, of bound volumes 10,475; of unbound volumes and pamphlets, about 4,500; number of bound volumes added during the year 425.

In the selection of books the library is made distinctively educational. Works are procured each term which bear directly on the studies pursued. The purpose is to supply the departments—and in all research lines—the material for reference and detailed study beyond what text books provide. The library, therefore, is largely a reference library.

The value of the library is not to be judged by the number of books, for, to a great extent, the best books—books of wide reference and admitted authority—are large and expensive.

At the present time the library is disposed as follows:

The General Library occupies quarters on the first floor of the Chapel Building.

The Technical works in Astronomy and Meteorology have a room in the Astronomical Observatory.

The works in Chemistry are provided with quarters in the Chemical Laboratory.

The Historical Library is placed in cases in the Historical apartments.

An excellent Reference Library is maintained in the Biological Laboratory.

The Musical Library—for use of students in the Conservatory of Music—is kept in the apartments of the Director of the Conservatory.

This distribution of books adds greatly to the convenience for use of the library, which must be regarded as an important fact in its utilization.

The libraries of the institution are thrown open to all the students as they have need of the books in their several lines of work, and facilities are thus provided for use of the books. Ample indexes are supplied; books much in demand are placed within the reach of all; new books are placed where their accessibility will tempt every one, at least to look them over. The utilizing of new books is further secured by placing them in the hands of the teachers most interested, who frequently assign them to students to review before their classes, thus giving all an opportunity to learn the bibliography of the subject, and filling them with new zest for work in the several departments.

The following card indexes are provided:

A *card index* of authors.

A *title index* or catalogue of all the books in the library.

A *subject index*.

A *biographical index*.

An *index* of current events.

Besides these the library is supplied with Poole's Index of Periodicals, in which all the leading periodicals of the day are indexed, up to 1882, supplemented by the Co-operative Index of Periodicals, published quarterly. By these, students are guided to what they desire to find in the bound volumes of periodicals. Thus there are marked out paths

to guide both the Faculty and the students to such information as they wish to obtain in the library.

It is customary for members of the Faculty to assign to the students certain topics for research, or subjects to obtain information upon, and thus their acquaintance with books is greatly extended, and they are disciplined in the practice of research. Tables are placed in different parts of the library where such students are permitted to sit and prosecute their investigations. The library is open during all school hours, and on Saturdays, and is free to all students.

The Pastor's Library, based on the Peter M. Emery foundation, is constantly growing from purchases of books specially adapted to the purpose of this collection. It is intended to supply the best publications in all the directions that ministers look to secure preparation for the work of their profession.

The nucleus of a Bibliographical Museum has been formed by placing in the Library a glass case for books especially notable on account of age, rareness, ownership, etc.

Reading Room.

The Reading Room is provided with a two-fold end in view: to furnish wide range of general newspaper and magazine reading, and to supply advantages for special educational work. It contains the leading religious and secular papers of the country, with some from foreign lands, including, French, German, Latin and Greek. It is supplied with the principal magazines of this and other countries. During the last year many new valuable publications have been placed on our list, so that the range of this class of educational appliances has been largely extended. Several valuable periodicals are placed in the

Reading Room by subscription of the Science Section in addition to those supplied by the College Library fund.

Several Dailies are in the Reading Room, and in addition to American Weeklies the following foreign Weeklies are provided: London Academy, London Times, London Spectator, London Chemical News, Die Gartenlanbe, Zoogischer Anzeiger.

In the list of Magazines are included the following Monthlies, Quarterlies, etc.: Art Amateur, American Journal of Civics, American Journal of Science, American Naturalist, Annals of American Academy, American Journal of Archæology, Atlantic Monthly, Popular Astronomy, Bibliotheca Sacra, Bankers Magazine, Biblia, Biblical World, Berichte—German Chemical Magazine, Century Magazine, Chautauquan, American Chemical Journal, Classical Review, Contemporary, Edinburg Review, Education, Educational Review, American Journal of Ethics, The Etude, Proceedings of Economical Association, Fortnightly Review, Forum, Gospel in All Lands, Journal of Geology, Harper's Monthly, Johns Hopkins Studies in History and Political Economy, American Journal of Philology, American Journal of Psychology, Knowledge—English, Methodist Review, Missionary Review, Modern Language Notes, Music, North American Review, Nineteenth Century, Observatory, Political Science Quarterly, Philosophical Review, Popular Science Monthly, Popular Science News, Quarterly, Quarterly Journal of Economics, Review of Reviews, Sanitarian, Science, Scribner's Magazine, Journal of Speculative Philosophy, Werner's Magazine, Yale Review, Journal of Political Economy, American Machinist, American Historical Review, Quarterly Journal of Microscopy, Journal of Morphology, School Review, Child Studies, Journal of London Chemical Society.

Astronomy.

In Astronomy, the facilities offered by the College are excellent. The observatory is open one evening each week to members of the Sophomore class in Astronomy, when the uses of the instruments are explained and the more important of the planets, star-systems, nebulae, etc., are viewed. In the more advanced courses the observatory is in constant use and each student is required to become familiar with the uses and adjustments of the instruments as well as to take the observations upon which the practical problems are founded.

The equipment is fully adequate for purposes of instruction or research. The Equatorial Telescope is of eight inches clear aperture, made and mounted by Alvan Clark & Sons. It is provided with circles, coarse and fine, driving clock, filar micrometer with field and side illumination and eye pieces giving range from a low power comet seeker to eight hundred diameters. The Transit Circle by Fauth & Co., is of four inches aperture and is provided with micrometers in right ascension and declination, levels sensitive to one second of arc and vertical circle reading to single seconds by micrometer microscopes. The Siderial Clock and Chronograph are by the same makers. All the instruments are in electrical connection.

The College has maintained for several years a Meteorological Station in connection with the Observatory. It is provided with standard instruments that are read three times a day, and the observations forwarded to the State Weather Service and the State Board of Health.

The Library contains some four hundred bound volumes and pamphlets of more technical nature than are serviceable in the general Library. These are always accessible to advanced students.

Biology.

The Biological Department occupies the whole of the second and third stories of the Central Building. The northern half, 40x50 feet, is given to the Museum, while the southern half contains the Lecture Room and Laboratories. The Lecture Room will seat sixty students. The General Laboratory is 22x45 feet and will accommodate forty students at one time. It is excellently lighted and provided with all needful facilities for work, including Microscopes, Microtomes, Embedding Apparatus, Incubator, Aquaria and Private Lockers for students. The rest of the space is occupied as a private room for the instructor, storage rooms and taxidermic work shop. The equipment is ample for both elementary and advanced work and is increased as the needs of the work demand. Many thousand preserved specimens are kept on hand as material for dissection. A working Biological Library is kept in the general laboratory always open to the students for reference or research. It contains at the present time about one hundred and fifty volumes. This includes only the more technical works, those of more general or popular nature being left in the College Library in the Chapel Building. The microscopical cabinet contains several hundred mounted specimens and is supplemented by the large collection of over two thousand slides belonging to the professor in charge. The Laboratory work in Elementary Botany is provided for elsewhere.

Physics.

The department of Physics is at present united with that of Astronomy and the work is carried on in the Observatory. There is a fair equipment of apparatus for purposes of illustration and experiment. The workshop is provided with a first class engine lathe and tools for working in metal or wood.

Chemistry.

The Chemical Laboratory is well supplied with all necessary chemicals and apparatus required for the various lines of work. One hundred and forty students can be accommodated at one time with tables fully supplied with gas and water, Bunsen burners, condensers, beakers, flasks, test-tubes, platinum ware, etc. A large amount of chemically pure chemicals is kept on hand and additions are constantly being made. The weighing room contains five accurate balances, including one long beam Troemner and a short beam Sartorius. Nitrometers, burettes, graduates, pipettes, thermometers, hydrometers, etc., are supplied to each student as they are needed. A battery of twenty-four cells is in use for electrolytic analysis. The assaying room is equipped with furnaces for the fire-assay, crucible fusion, roasting and cupelling.

As an important and indispensable adjunct to the other apparatus may be mentioned a good working library of reference works. This is located in the reading-room of the laboratory and is in constant use. The leading chemical journals are kept on file, The Journal of the Chemical Society of London, The American Chemical Journal, The Berichte de Chemischen Gesellschaft, The Chemical News, London, Pharmaceutical Journals, while the general library contains full files of the American Journal of Science and Arts, Science, Popular Science Monthly and others. For detailed statement of courses in the Laboratory see Outline of Work.

Museum.

Very early in the history of the college a beginning for a museum of natural history was made by the gift of a box of valuable copper specimens by the Revs. W. H. Brockway and J. H. Pitezel. Later on Dr. Alexander Win-

chell, then State Geologist, presented the institution with a collection of 1,000 specimens of named and mounted minerals. Little use was made of these till about the year 1880. The year previous to this the college sent one of its Faculty to Brazil for the purpose of making collections of the remarkable fauna and flora of that region. The expedition was highly successful, resulting in the collection of several hundred specimens of birds and animals, a considerable number of Botanical specimens, also pottery taken from the mounds of that country. The specimens of fauna and flora were immediately put to use in the regular work of instruction. Many additions have since been made by other travelers in South America, Mexico, Africa, Japan. China and other countries.

The museum occupies the north half of the second and third stories of the central college building, consisting of a room 40x50 feet, with a wide gallery extending entirely around the same. In the gallery are located the collections in Natural History and Conchology, being placed in twelve large double cases. The main floor is devoted to minerals, fossils, corals, Indian relics, war relics, and articles representing the arts and customs of foreign lands, and rare coins. These fill sixteen large cases, the most of them double, showing the specimens from both sides. The collection of minerals from Michigan is very complete, so far as identified by scientists. Most of the States, as well as many foreign countries, are here represented. The collection of curios from Asia, Mexico, etc., is unusually rich in variety and extent. It represents the arts, customs, and religions of those lands. The Botanical Collection is placed in the Botanical room so as to be convenient for use in instruction.

The Museum is beautifully lighted.

Besides the mounted specimens displayed in the cases,

the college keeps constantly on hand many hundred specimens of type forms preserved in alcohol, in order that every member of a class may be supplied with a study specimen. In this way the work of acquiring knowledge of a subject, such as botany, zoology or mineralogy, does not consist in the mere acceptance of the statement of the author, but it is the privilege of the student to challenge those statements by the direct appeal to nature.

Special efforts are constantly being made completely to represent the fauna and flora of the State of Michigan.

Quite recently large collections of objects, representing the condition of pagan lands in matters of religion and customs of the people, have been received as donations of special interest in the line of missions. The museum contains quite a large collection of old and rare coins, nearly filling four large cases.

The college is anxious to make collections, in every direction, of minerals in this State and other States, fossils, botanical specimens, Indian and war relics, etc. Any articles appropriate to the Museum will be properly named, and labeled also with the name of the donor.

Acknowledgement is due to the following for additions that have been made during the year:

Rev. I. B. Tallman for a number of fine fossils.

Mr. Jas. C. Eslow for further gifts toward the War Museum.

A splendid collection of minerals from the Northern Peninsula, including many beautiful and rare specimens, has also been secured through the agency of Mr. Chas. G. Maywood.

In addition to the above the Museum has been enriched by a large collection of marine forms suitable for display on the shelves as well as for dissection, that were gathered during the summer by Professor Barr.

Conservatory of Music.

The work done in this department consists principally of instruction on the Piano, Organ and Violin, and instruction in Vocal Music, in Harmony, and Voice Culture.

Piano.—It is the chief aim of the Conservatory to teach both the Science and the Art of Music in such a thorough and systematic way that they shall be *of available and practical use* to the student after having completed a course. Great care is taken to secure a correct technique; also a proper position of the person, hand and arm while the pupil is seated at the instrument.

Careful attention is given to the development of the muscles of the hand and fingers, and in acquiring flexibility of fingers, wrist, etc. Much time is given to the cultivation of a taste for the best forms of classic music.

The course on Piano consists of Seven Grades, each based upon such studies and selected pieces as form the standard of the various degrees of proficiency at the best institutions of a similar kind. Upon entering, each student is examined, and graded accordingly, while promotion is not limited by time, but depends entirely upon the progress of the student. It is advisable that students should begin music with the determination of completing at least a certain part of the course, if not the whole.

Instruction is given, both in private lessons and by "class teaching," according to the preference of the student. The classes consist of either two or three pupils.

Pipe Organ.—A large pipe organ is at the disposal of the Conservatory. A knowledge of harmony is indispensable to successful organ study. Students are advised not to begin the study of the Organ until they have finished the fourth grade of Piano music.

Violin.—A regular progressive course is laid out which is pursued in the Conservatory. Classes also are formed

for ensemble playing, which enables the student to become familiar with the best compositions of Violin literature, and also offers opportunities of playing at the Recitals and Concerts of the Conservatory.

Orchestra.—As a part of the educational facilities of the Conservatory, there is also maintained, in efficient organization, a complete Orchestra. In this orchestra there are at present nearly fifty performers. These consist principally of students in the College, but some of the members reside in the city of Albion and have been connected with the orchestra for years.

Although orchestral music is generally transferred to the piano, yet the full effects of the Orchestra cannot be given by that instrument. Orchestral music is written in a special form and character, to embody the idea of the composer, and also with reference to the instruments that are to express and interpret that idea. These instruments have a tone-color peculiarly their own, which is lost by transference of the music to the piano. The Orchestra thus opens to students of music an entirely new field of instruction and culture, which is of great value. It is, however, only the more advanced scholars who can advantageously avail themselves of its benefits, and only these, therefore, are allowed to become members.

Band.—There has been organized in the institution, a Cornet Band, which has been under training about three years. This consists of over twenty players, and under the leadership of the teacher of Cornet music, has gained much skill. This the institution is able to utilize on public occasions and affords an opportunity for instruction and drill in this class of music *without expense* to the student.

Vocal.—Espesial attention is given to the development of the voice, having particular reference to a proper method of breathing, proper emission of tone, and accurate attack of pitch.

Very many students who enter upon the study of the principles of vocal music, or join the chorus class, come to appreciate the desirableness of special voice training. All who desire to fit themselves for singing in church choirs, for teachers of vocal music, or for professional singing in any capacity, can here obtain the instruction and culture desired.

For all students desiring to study the principles of Vocal Music rudimental classes are organized, continuing through the year—the tuition for such instruction being merely nominal—to provide music for the most efficient movement of the class. After completing the study of the rudiments the students are admitted into the general chorus, in which there is no tuition. The work of the chorus consists of the rendition of the higher forms of Vocal music.

All music students are organized into a Theory Class, which meets each week for special instruction.

Students intending to teach music receive thorough instruction in the art of teaching, a special class being organized for this purpose.

Aside from the regular lessons, there is a weekly drill of the entire Conservatory in the catechism of music. At these gatherings instruction is given which there is no time to impart in connection with individual or class lessons. There are also weekly rehearsals to drill and fit for public playing. The student thus gains confidence, his faults are corrected, and he is prepared to use to the best advantage the knowledge acquired.

Harmony.—The importance of this branch of study need hardly be enlarged upon. It treats of the construction, entrance and progression of chords according to established rules. It is subdivided as follows: Formation of Scales, Intervals, Triads and Seventh chords with their

inversions and resolutions, Cadences, Altered Chords, Modulations, Suspensions, Passing and Changing Notes, Organ Point, and Harmonization of given Melodies.

Teachers' Training Class.

We call attention to a new branch of study in this department, which we feel will be of untold benefit to our patrons, and which already gives promise of becoming a most important line of work. We refer to the Teachers' Training Class in Public School Music. The aim of the department is to prepare students to teach Public School Music. This requires a special line of work, and as every day the demand for teachers of this class increases, we feel that we are meeting one of the needs of the hour in adding this branch to our curriculum.

The Whiting system is taken as the basis of study, because we believe it is one of the best. The work is most carefully graded, the pupils have new work placed before them with every change of grade, so that they do not weary of old work. But we aim to make the work so broad that the students shall be able to teach any system successfully.

Courses.—The courses adopted for the study of music in connection with the Piano, Organ, and Violin will be found elsewhere in the Year Book.

Students are admitted for a single term, but all will see the advantage of taking a full course of instruction, including not only the ordinary lessons given on the piano, organ and violin, but also harmony and counterpoint. The literary studies of the course have been selected with reference both to sound and varied scholarship and the accomplishments of learning.

Persons are admitted into the Musical Course directly on application, and are classified according to their proficiency in music.

Text Books.—Parker's Harmony, Jadassohn's Harmony, Ayer's Counterpoint.

Degree of Bachelor of Music.—The degree of Bachelor of Music, mentioned elsewhere, will be conferred upon such students as, in addition to the foregoing, evince the skill and conception necessary artistically to perform the works of the most exacting character, and show an extended acquaintance with the science and history of Piano-Forte Literature and Piano-Forte playing, and pass examination in Harmony, Counterpoint, Musical Forms, Musical History and Acoustics. Aside from this they must possess a good knowledge of Belles Lettres, including French, German and Italian. This will add about two years to the tabulated course.

We call attention of the pupils to the following points :

Those who desire to get the largest benefit from study in this department should be present on the first day of the term. They can be received later, but it is impossible to repair the loss sustained.

As teachers are employed on fixed salaries, no abatement from the charges for tuition can be made except in case of *protracted illness of the pupil*, when the loss will be shared with him.

Tuition must be paid in advance.

The teachers do not give instruction to persons who are not members of the Conservatory.

The course in Piano Music as laid down can usually be completed in four years, but no fixed time can be prescribed. This depends on the aptness of the pupil and his fidelity to the work.

The course of instruction on Organ, Violin, or in connection with other instruments, includes Harmony, Counterpoint, Musical History, etc., the same as in the Piano course, and must be pursued in full in order to get a diploma of graduation.

School of Painting.

The aim of this department is to conduct the pupil with thoroughness from the simplest rudiments up to a knowledge of the higher branches of art, giving, as far as possible, a perfect understanding of all the work entered upon. It will be seen by reference to the Course of Study in Painting, that the student receives instruction in the elementary courses of drawing. These can be taken in the class with others who are in this and the Literary departments. Then, special and individual attention is given to the study of object drawing, drawing from casts, perspective, landscape, figure, flower and fruit painting, in oil, water colors and pastel; decorative painting and design.

The Art Department connected with the College adds much to the needed practical side of education.

Prof. Thompson of the Worcester Technical School, tells us that "A boy who spends two hours a week in drawing, and the rest of the time in working at the bench, learns his business faster, and becomes more skillful in it, than one who works all the time." Again, "It is calculated that the productive efficiency of every machine shop would be increased thirty-three per cent. if every journeyman could read any common working drawing and work by it."

But it is well known that art study, besides having a tangible value in its relation to manufacture, is designed to promote improvement in taste. The highest and best purpose of any attainment is that which ministers to the intellectual and spiritual wants of man.

Painting cannot be successfully followed by one ignorant of such truths in the sciences as bear directly upon the art: Anatomy, Natural Philosophy, Botany, Chemistry, etc., cannot be taught in the private studios as effectively as by departments having these studies in charge,

and these studies can be pursued by students of painting without interfering with their hours for lessons.

Landscape study from nature is much more easily and agreeably accomplished here at Albion than in the large cities, as the College buildings are located near the open country, and many beautiful scenes are found along the Kalamazoo river, not a quarter of a mile from the studio. Especial attention is given to this branch during the Spring and Fall terms.

Course of instruction on another page.

Students or pupils outside the College, may enter at any time during the year by making special arrangements with the head of the department.

Decorative Painting.—This department of the School of Painting was opened a few years ago. The interest is growing, and much pains is taken to provide that which is beautiful and complete in this art. The work is all completed here—setting the colors by heat, etc.

The charges for instruction in the School of Painting—which are moderate—will be found on a subsequent page.

Full work demands the attendance of the student sixteen hours a week.

Commercial School.

The object of this department is two-fold:

1. It gives to all who may wish to engage in business pursuits an opportunity to fit themselves in the most practical manner possible.

2. It affords an opportunity to all students at their option to take some work in the Commercial or Shorthand courses as a part of any literary course, and receive some credit for the same.

Anyone with good moral character and sufficient ability to pursue the prescribed studies can enter at any time

and pursue any study he desires. Our instruction in book-keeping, penmanship, shorthand, type-writing, etc., is largely individual, but as a few classes are formed anew at the beginning of the term it will be to the student's advantage to enter then if possible to do so.

Our business course is laid out with the idea of giving the student about eight or nine months of work, and the shorthand course about four to six months' work. By some they can be finished in less time. The time required to complete any one of the courses depends upon the ability, experience and application of the student.

Business Course.

Everyone knows that a business education is one of the requisites of a young man or a young woman who intends to engage in mercantile pursuits, and is a stepping stone to places of honor in the business world. If a young person does not intend to follow some mercantile pursuit a practical education obtained at a good business college will prove of immense value to him anyway; if a person follows a profession or a trade he needs to be in possession of a knowledge of business affairs along with his special training. A business education is also of value to the young man who intends to follow farming and be successful. The successful farmer nowadays conducts his farm on business principles, and to do this he must have some knowledge of business methods and accounts. In view of this we have prepared and give instruction in the same to those who desire it, *a system of book-keeping especially adapted to the keeping of farm accounts.* It embraces the same work as the regular business course until the student reaches the advanced work, when practice and forms which are especially adapted to farming, stock growing and shipping are introduced. Students in this work may pursue the other regular advanced work also, if they so desire.

This school has now as complete and thoroughly practical a course of instruction as any Commercial School ; no part of it is superfluous, every element of it being essential to the achievement of that success to which every ambitious young person looks forward, whatever may be his vocation.

The branches included in this course are : Book-keeping, Commercial Law, Spelling, Business Practice, Grammar, Business Writing, Business Arithmetic, Correspondence, Civil Government.

Book-Keeping.

Book-keeping is a science as well as an art, disciplining the mind by a careful study of its principles, becoming a most attractive study and of the greatest practical importance, thus occupying a legitimate place in the field of liberal education. There are certain underlying principles of book-keeping which must be understood by the student before he can become a proficient book-keeper. The student uses a text-book and studies the theory ; he is shown the elements of book-keeping ; is taught the meaning of debit and credit and given a clear and exhaustive explanation of same by talks, blackboard illustrations, and individual instruction. After he has become familiar with the theory he is given work in

Business Practice,

which illustrates the principles of actual business and gives the student an opportunity to apply the knowledge acquired in theory work. He has no text-book in this work, but conducts the affairs of a business on his own account, directed by a program or schedule of business operations. The actual performance of the business transactions or operations will leave on the student's mind a more lasting impression than merely studying about them or seeing them illustrated as they are in the text-book.

A scheme has been completed by which our students in this department have been brought into trade and correspondence through the mails with students in some of the best business schools in this and several other states. This scheme works admirably. It fascinates the student from the beginning, holds his closest attention, and calls out his best efforts. Why? Because it compels him to transact business the same as business is done outside. It teaches him the customs, forms, correspondence, and practice of business as no other way can do. All buying and selling is done upon the markets, a daily report of which is on file where all can consult it. Every business form, such as notes, drafts, checks, invoices, receipts, bills of lading, account sales, statements, etc., and every variety of business letters are called into use, pass through the mails and receive the same prompt and careful attention that is required in actual business. No paper is allowed to pass, though, until carefully examined by the superintendent of the school from which it is sent, and if wrong in any way, it is returned to the student for correction before forwarding.

This plan insures a thorough drill in office work to a student who completes the course, as it is necessary that each school be provided with banking, commission, transportation and wholesaling facilities. In this department he is given work to do and is advanced from time to time until he has filled the various positions in each, such as bill clerk, book-keeper, cashier, general manager, etc. The subordinate positions vacated by him as he is advanced are recruited from the theory class. To carry on this work successfully we have our office department provided with large office books, necessary blanks, letter press, etc. The work in the various offices the student finds exceedingly interesting and profitable to him. The responsible posi-

tions in which he is placed from time to time in each, teach him the many responsibilities falling upon those who are engaged in such positions in real business; and the knowledge of accounts, forms of various business and legal papers, office methods, the different kinds of business transactions and the laws governing the same, which he obtains in such training, prepares him to accept situations when offered, which will ultimately lead him to positions of honor, influence, and profit in business circles. The aim and result of such work is to give the student an idea of what is expected of young men who intend to follow a business career, and that to be successful in any vocation a close attention to all details of the same is absolutely necessary.

Business Arithmetic.—Considerable prominence is given to this subject in our course, and aside from the regular text-book work we endeavor to make the student proficient in this direction by means of class drills in rapid calculations and short methods.

Commercial Law.—Instruction in this subject is by means of lectures on the various subjects and thorough class work, in which a most excellent text-book is used. The subjects to which special attention is given are Contracts, Negotiable Paper, Agency, Partnership, Shipping, Insurance, Liens, Real Estate Conveyance, etc. The laws in regard to these subjects are of such importance that he should have a general knowledge of them.

Grammar and Correspondence.—The student is instructed and drilled in the form and composition of all kinds of business letters.

Civil Government.—It is important that the student receive thorough instruction in this branch in order to be able to assume the duties of citizenship.

Business Writing.—We teach a plain, rapid, bold bus-

iness hand, such as is called for in correspondence and book-keeping work. We aim at neatness, legibility and rapidity, to the total exclusion of all superfluous lines and flourishes. We are also prepared to accommodate any one desiring to do work in ornamental penmanship.

Spelling.—In teaching spelling we use a series of lessons forming a complete collection of difficult common words, with definitions, pronunciations, and rules concerning capitals.

Shorthand Department.

The demand by business concerns, literary men, corporations, etc., for young men and women to act as stenographers and typewriters is constantly increasing. It is carefully estimated that scarcely one-twentieth of the business concerns that could use stenographers with profit are at present employing them. But in time all will use them. As a vocation for ladies there is none more remunerative or respectable.

There are many small business houses whose correspondence is not sufficient to permit the employment of a person who can do only stenography and typewriting; but they will, and do, employ some one who can act as stenographer and make himself useful during the remainder of the time as assistant in book-keeping, filling out business papers or doing other office work.

Four-fifths of the persons who apply to us for stenographers and typewriters desire some one who is a good, plain writer and can assist as book-keeper and in other office work. Hence it is greatly to one's advantage to pursue the study of shorthand and typewriting in a school where thorough instruction in book-keeping, business forms, penmanship and office methods may be received at the same time. Business men and others desiring the services of stenographers *demand* that they have a thorough

knowledge of the English branches. We have excellent facilities for giving thorough instruction, to those who need it, in all of these branches *without extra charge* to the student, while he is pursuing the work in the Shorthand Course.

Shorthand is useful—To ministers, enabling them to compose their sermons with the rapidity of thought; many also read their addresses from the shorthand notes. To lawyers, in making memoranda of legal points and testimony of witnesses.

To all classes of students, in taking full notes of their school lectures, and by helping to pay their college expenses.

The full shorthand course includes Shorthand, Typewriting, Grammar, Correspondence and Spelling.

Shorthand—The system of shorthand (Cross' Eclectic) taught here is the briefest, simplest, easiest to write and most legible of all systems. It is extensively used in amanuensis, court and reportorial work in all parts of the country on account of its simplicity and brevity, combining as it does the most excellent features of all other systems.

We claim that this system is easier to learn than any other because it is based on the English alphabet, has fewer vowel signs and word signs, has no letters written out of their natural order, and has practically no exceptions to rules. It requires no shading and uses characters in three directions instead of four; this being true, it can be written more perfectly at a high rate of speed and can be more easily read than any other system. The instruction is entirely individual, thus affording the pupils the opportunity to progress as rapidly as they can. The time required to complete the course varies from four to six months according to the ability and application of the student.

Typewriting—Special care and attention are given to the students in this work. A certain amount of work is assigned to do on the typewriter, and when done is carefully inspected by the teacher, and if wrong the student is required to perform it again. The teacher in charge will give personal attention to students every day, requiring a certain amount to be written on the machine from dictation, thereby requiring more care on the part of the student in his work with the machine, which will certainly make him more expert in the use of the same. The instructor is an expert typewriter, understanding thoroughly the different methods of fingering for gaining speed in practicing, the different parts of the machine, the proper use and care of it, etc., in all of which the student will be thoroughly instructed. We use only standard machines in our school, the Remington and Smith-Premier having the preference.

The work in Grammar, Correspondence, and Spelling is the same as outlined in the regular Commercial Course.

Diploma and Positions.

Upon the satisfactory completion of the prescribed Business or Shorthand course, the student is granted a diploma. We do not guarantee positions to our graduates—no honorable school will do this—but we always take pleasure in recommending or aiding a worthy student, who is well qualified, in every effort to secure a situation. There is an increasing demand for amanuenses and book-keepers who are willing to work, and one who thoroughly prepares himself is almost sure of obtaining profitable employment.

During the past year we have had more calls from business and professional men for students to do stenography and book-keeping and other office work than we could supply.

Special Advantages.—This school being one of the departments of Albion College, it possesses several advantages not to be found elsewhere. The students all meet together once each day for chapel exercises. The benefits to be derived from attending the college literary societies are inestimable. Some of the best musicians and most eminent lecturers may be heard here each term. The college library, containing over *thirteen thousand* volumes, may be used by all students. Fully equipped gymnasium open and free to all students. Students taking a full course may pursue any study in the Literary department free of charge.

For rates of tuition see table of expenses.

Books and Stationery.—The books and stationery required for the Commercial course will cost about \$12 to \$15. For the Shorthand and Typewriting, about \$2 to \$4.

We request all persons who contemplate entering a school of this kind to call on us, inspect the workings of the school, or write us before entering any similar institution.

For any further information or special catalogue concerning the Commercial School, address Chas. L. McClellan, the Principal.

Normal Course.

State Teachers' Certificates.

The Legislature in the spring of 1893 passed an Act providing for the granting of State Teachers' Certificates to students graduating from Michigan Colleges. The statute contains the following provisions :

(1) There must be a special course of study covering sixteen and one-half hours.

(2) Such course must be approved by the State Board of Education.

(3) Certificates to be granted by the Board of Education.

(4) To be granted only to those who in addition to the satisfactory completion of the Normal work graduate from the college. Certificates will be given only to those who earn a degree.

(5) The certificate authorizes the graduate to teach four years without examination ; in other words, the life of the certificate is four years.

(6) But at the end of three years the certificate can be made perpetual upon satisfactory proof of the holder's success in the teachers' profession.

The Act is regarded as inaugurating a wise movement, and for many reasons :

(a) It connects more directly our higher institutions of learning with one of the agencies of our progressive civilization.

(b) It will enable many young people who are ambitious to reach a high plane of scholarship through the medium of the college, to obtain professional training they would not otherwise have the opportunity to secure.

(c) It will raise the standard of scholarship in the Teachers' profession by turning more College graduates toward the profession.

(d) It will result in better professional preparation for college graduates for the teachers' work and hence more practical efficiency.

Albion College is availing herself of the provisions of this law, has arranged a Normal course, and will supply those who desire the opportunity to get a State Certificate the means of entering the profession under these favorable conditions. The studies embraced in this course will be found in the Tabulated Scheme of Work of the Junior and Senior years as printed elsewhere, and also in outlines of college work.

While only $16\frac{1}{2}$ hours are designated as Normal work, this follows, and must depend upon, studies which are vital to the scholarship of the teacher. These Normal branches relate mostly to methods of teaching and only in a subordinate degree to subjects or principles taught. Applied Psychology is Normal, but not less than five hours of General Psychology, which is not Normal, must have been thoroughly studied. The two hours of English relate to the method of teaching the English language, but this is preceded by nearly sixty hours of English, most of which the candidate for a Teacher's Certificate must have mastered. Indeed the great body of required study is entirely outside of these $16\frac{1}{2}$ hours, some of which are taught in all Normal schools, but are usually not pursued to as great an extent as in our best colleges. We aim, as far as time will permit, at perfection in scholarship and in methods of teaching.

THE EIGHT YEARS OF LITERARY WORK.

The First Four Years are Sub-Collegiate—The Remaining Four Collegiate.

These are arranged in five different lines, named respectively, Classical, Latin-Scientific, Greek-Scientific, Scientific and English; on completion of which the student receives the degree of Bachelor of Arts, Bachelor of Philosophy, Bachelor of Science or Bachelor of Letters.

SUB-COLLEGIATE—FIRST YEAR.

Classical.	Latin Scientific.	Greek Scientific.	Scientific.	English.
English Grammar.....5				
German.....5	Same as Classical.	Same as Classical.	Same as Classical.	Same as Classical.
U. S. History.....5				
English Grammar.....5				
German.....5	Same as Classical.	Same as Classical.	Same as Classical.	Same as Classical.
U. S. History.....3				
Botany.....3				
English.....5	Same as Classical.	Same as Classical.	Same as Classical.	Same as Classical.
German.....5				
Civil Government.....3				
Botany.....3				

Frequently students desire to pursue or review Arithmetic. Instruction in this branch will be granted to any needing it in connection with the Commercial School.

SECOND YEAR.

Classical.	Latin Scientific.	Greek Scientific.	Scientific.	English.
Latin.....5		Greek.....5		Latin.....5
German.....3	Same as Classical.	German.....3	Same as Classical.	English.....3
English.....3		English.....3		Physiology.....5
Physiology.....5		Physiology.....3		Elective.....3
Latin.....5		Greek.....5		Latin.....5
German.....3	Same as Classical.	German.....3	Same as Classical.	English.....3
English.....3		English.....3		Physica.....5
Physica.....5		Physica.....5		Elective.....3
Cæsar and Comp.....5		Greek.....5		Latin.....5
German.....3	Same as Classical.	German.....3	Same as Classical.	English.....5
English.....3		English.....3		Physica.....3
Physica.....5		Physica.....3		Elective.....3

THIRD YEAR.

Classical.	Latin Scientific.	Greek Scientific.	Scientific.	English.
Cæsar and Comp.....4	Cæsar and Comp.....4	Anabasis.....4	Latin 4, or Greek.....5	Cæsar and Comp.....4
Greek.....5	English.....2	English.....2	English.....2	English.....2
Algebra.....5	Algebra.....2	Algebra.....2	Algebra.....2	Algebra.....2
Ancient History.....3	Ancient History.....3	Ancient History.....3	Ancient History.....3	Ancient History.....3
Cæsar and Comp.....4	Cæsar and Comp.....4	Anabasis.....4	Latin 4, or Greek.....5	Cæsar and Comp.....4
Greek.....5	German.....2	German.....2	German.....2	Algebra.....5
Algebra.....5	Algebra.....5	Algebra.....5	Algebra.....5	Ancient History.....3
Ancient History.....3	Ancient History.....3	Ancient History.....3	Ancient History.....3	Elective.....3
Cæsar and Comp.....4	Cæsar and Comp.....4	Anabasis.....4	Latin 4, or Greek.....5	Cæsar and Comp.....4
Greek.....5	English.....2	English.....2	English.....2	English.....3
Algebra.....5	Algebra.....5	Algebra.....5	Algebra.....5	Algebra.....5
Roman History.....4	Roman History.....4	Roman History.....4	Roman History.....4	Roman History.....4
German.....2	German.....2	German.....2	German.....2	German.....2

FOURTH YEAR.

Classical.	Latin Scientific.	Greek Scientific.	Scientific.	English.
Cicero and Comp.....3	Cicero and Comp.....3	Homer.....3	American History...3	American History.....3
Anabasis.....3	German.....3	German.....3	German.....3	Rhetoric.....3
Rhetoric.....3	Rhetoric.....3	Rhetoric.....3	Rhetoric.....3	Geometry.....3
Geometry.....3	Geometry.....3	Geometry.....3	Geometry.....3	Medieval History.....3
	Medieval History.....3	Medieval History.....3	Medieval History.....3	
Cicero and Ovid.....3	Cicero and Ovid.....3	Homer.....3	American History...3	American History.....3
Anabasis.....3	Rhetoric.....3	Rhetoric.....3	Rhetoric.....3	Rhetoric.....3
Rhetoric.....3	Geometry.....3	Geometry.....3	Geometry.....3	Geometry.....3
Geometry.....3	Chemistry.....3	Chemistry.....3	Chemistry.....3	Chemistry.....3
	Modern History.....3	Modern History.....3	Modern History.....3	Modern History.....3
Ovid.....3	Ovid.....3	Homer.....3	German.....3	Rhetoric.....3
Anabasis.....3	Rhetoric.....3	Rhetoric.....3	Rhetoric.....3	Geometry.....3
Rhetoric.....3	Geometry.....3	Geometry.....3	Geometry.....3	Chemistry.....3
Geometry.....3	Chemistry.....3	Chemistry.....3	Chemistry.....3	Modern History.....3
	Modern History.....3	Modern History.....3	Modern History.....3	Elective.....3

In this connection we call attention to the following facts :

1. The extent of study to prepare for college is the same in all the courses. The degree to be gained is not thus lowered by being granted after a short course in any line of work.

2. We begin linguistic studies with German. Former Year Books contain in full reasons for taking up modern before ancient languages, and it is probably not necessary to repeat them here. It is enough to say that the student finds fewer difficulties in mastering a modern language than an ancient language, and hence as the more simple it should precede the more complex. Also modern languages open access to the valuable living literature of the learned nations of Europe, and it is important that the student possess the key to this store-house of learning early in his course.

3. The fact that in some cases the order of work in our Preparatory School is not the same as in many of the High Schools does not introduce any disorder into our movements, because back work can be taken up with classes in the Institution pursuing such branches, and credit secured for advance work already taken. Yet should a uniform course be established for our best High Schools, we shall make the order of our Preparatory work conform thereto as fully as the needs of the Institution will allow.

4. Classification of students coming from High Schools, or Academies, will not depend on the fact of having pursued just the branches laid down in our Preparatory courses, but credit will be given for equivalents so far as they harmonize with the lines of movement.

5. The English course has been entirely remodeled and greatly improved. This is true both in the Preparatory School and in the College. It is constructed to meet the rapidly growing demand for a better English education. As to the provisions embodied in this course two facts should be noted.

(1.) As the *College* English course does not contain any foreign language, students will be admitted into the Freshman year of the same who have not studied any such languages.

(2.) Those who prepare for college in this course in *our* Preparatory School will get one year of German and two years of Latin. There can be no question that as the English is derived to so large an extent from the Latin, the English student must find great profit from the study of Latin. The German language opens the door to the most valuable foreign literature of the day.

COLLEGE OF LIBERAL ARTS.

FRESHMAN YEAR.

Classical.	Latin Scientific.	Greek Scientific.	Scientific.	English.
Vergil.....3	Vergil.....3	Greek Philosophy.....3	English History.....3	Ad. English Grammar.....2
Homer.....4	Algebra.....4	Algebra.....4	Algebra.....4	History English Lit.....2
French.....3	French.....3	French.....3	French.....3	English History.....2
Ad. English Grammar.....2	Ad. English Gram.....2	Ad. English Gram.....2	Ad. English Gram.....2	Zoology.....5
English History.....3	Zoology.....5	Zoology.....5	Zoology.....5	Elective.....3
Vergil.....3	Vergil.....3	Greek Orators.....4	Algebra.....5	History English Lit.....3
Homer.....4	Algebra.....4	Algebra.....4	French.....3	English History.....3
French.....3	French.....3	French.....3	Trigonometry.....3	Trigonometry.....3
Trigonometry.....3	Trigonometry.....3	Trigonometry.....3	Zoology.....3	Zoology.....3
Elective.....3	Zoology.....3	Zoology.....3	French.....5	Advanced Rhetoric.....3
Vergil.....3	Vergil.....3	Greek Comedy.....3	French.....5	History English Lit.....3
Homer.....4	French.....5	French.....5	Trigonometry.....4	English History.....3
French.....3	Trigonometry.....4	Trigonometry.....4	Zoology.....3	Advanced Rhetoric.....3
Trigonometry.....4	Zoology.....4	Zoology.....3	American Literature.....3	Zoology.....3
				Elective.....3

SOPHOMORE YEAR.

Classical.	Latin Scientific.	Greek Scientific.	Scientific.	English.
Livy.....3	Livy.....3	Greek Tragedy.....3	General Geometry.....3	European History.....3
Greek Philosophy.....3	General Geometry.....3	General Geometry.....3	European History.....3	Chemistry.....5
European History.....3	European History.....3	European History.....3	Chemistry.....5	Astronomy.....3
Chemistry.....5	Chemistry.....5	Chemistry.....5	Astronomy.....3	Anglo Saxon.....3
Astronomy.....3	Astronomy.....3	Astronomy.....3	General Geometry.....3	Chaucer.....3
Horace.....3	Horace.....3	Lucian.....2	European History.....3	Anglo Saxon.....3
Greek Orators.....4	General Geometry.....3	General Geometry.....3	Chemistry.....5	European History.....3
European History.....3	European History.....3	European History.....3	Advanced Physics.....3	Chemistry.....5
Chemistry.....5	Advanced Physics.....3	Advanced Physics.....3	French.....3	Elective.....4
French.....3	French.....3	French.....3	European Hist.....3	Anglo Saxon.....3
European History.....3	Eur. Hist. (or Physics).....3	Eur. Hist. (or Physics).....3	Astronomy.....3	European History.....3
Astronomy.....3	Astronomy.....3	Astronomy.....3	Advanced Physics.....3	American Literature.....3
Elective.....6	American Literature.....3	American Literature.....3	Calculus.....5	Elective.....3
	Calculus.....5	Calculus.....5		

JUNIOR AND SENIOR YEARS.

This table contains, in addition, all the Elective studies of the preceding years. Not all the courses laid down in this table are usually given each year. Whatever shall be taught is determined principally by the demand, though other circumstances enter into the case.

Philosophy.	Theology.	Latin.	Greek and Hebrew.	Chemistry.	Normal Course.
Psychology.....5 History of Philosophy.....3	Old Testament History.....3 Res. Compar. Religions.....2	Cicero (De Senectate).....2 Horace (Odes).....2 Terence (Andria or Adelphi).....2 Livy (Book XXI).....3 Composition.....1 Tacitus (Germania and Agricola).....2 Reading at Sight.....1	Tragedy.....3 Hebrew.....2 Neo Hellenic.....2 Biblical Greek.....2 Drama.....1 Nor. Course.....3 Literature.....1 Conversation.....1 Seminar.....1	General Chemistry.....5 Ultimate Organic Analysis.....3 Sanitary Science.....3 Alkaloids.....2 Water Analysis.....2 Quantitative Chemistry.....5	Psychology.....5 Methods in English-School, Geography and Arithmetic.....2 Laws and Systems, Michigan and other states.....2
Psychology.....3 History of Philosophy.....3 Theodism.....5	New Testament History.....3 Res. Comp. Religions.....2	Horace (Satires).....2 Cicero (De Amicitia).....2 Catalins and the Elegiac Poets (Selec.).....2 Cicero (Brutus).....3 Composition.....1 Reading at Sight.....1 Suetonius (Selections).....2	Latin.....2 Hebrew.....2 Psalms.....2 Biblical Greek.....2 Drama.....2 Mythology.....1 Conversation.....1 Seminar.....1	Qual. Analysis.....5 Organic Chemistry.....3 Organic Synthesis.....2 Ultimate Organic Analysis.....3 Iron and Steel.....5	Applied Psychology.....4 History of Education.....2 School Systems of France and Germany.....2
Moral Science.....5 Logic.....5	Church History.....4 Evidences of Christianity.....4 Res. Comp. Religions.....2	Horace (Epistles).....2 Cicero (De Officiis).....2 Ovid (Fasti).....3 Plautus (Captives).....3 Reading at Sight.....1 Tacitus (Annals—Selections).....3	Comedy.....2 Hebrew.....2 Sight Reading.....2 Biblical Greek.....2 Drama.....2 Conversation.....1 Seminar.....1 Art.....1	Advanced Qualitative Analysis.....3 Mineralogy.....3 Organic Chemistry.....5	History of Education.....2 Normal German.....1 Normal Latin.....2 Normal Greek.....2 Observation and Nature Work.....1 School Organization.....1 Essays through the Course.....1 Optional—not count'd Detailed outline of the Course given elsewhere.

JUNIOR AND-SENIOR YEARS CONTINUED.

Natural Science.	History, Politics and Economics.	English.	Mathematics Pure and Applied.	Modern Languages.
Embryology.....3	Political History U. S. 1782-1817.....3	Old English (Anglo-Saxon).....3	Calculus.....3	French as described in the out-line of work.
Ad. Zoology.....3	Constitutional History England, 1066-1485.....2	History of English Literature.....3	Astronomy.....3	German as described in the out-line of work.
	Political Economy.....4	Study of Chaucer.....3	Quaternions.....3	Italian.
	Political Science.....2	English Masterpieces.....3		Spanish.
Embryology.....3	Political History U. S. 1817-1847.....3	Advanced Rhetoric.....3	Calculus.....3	French as described in the out-line of work.
Ad. Zoology.....3	Constitutional History England 1485-1689.....2	Old English.....3	Physics.....3	German as described in the out-line of work.
Biological Theories.....2	Political Economy (Advanced Theory).....2	Early Middle English.....3	Astronomy.....3	Italian.
Ad. Microscopy and History.....2	Socialism and Co-operation.....2	Study of Shakespeare.....3		Spanish.
Geology.....3	Political Institutions of the U. S.....2	Literature of the 17th and 18th Centuries.....3		
	Financial Hist. U. S.....1			
Embryology.....3	Political History U. S. 1847-1877.....3	Problems in Literary Criticism.....3	Physics.....3	French as described in the out-line of work.
Ad. Zoology.....3	Const. and Political History 1689-1894.....3	Old English.....3	Modern H. Algebra including Determinants.....2	German as described in the out-line of work.
Cryptogamic Botany.....3	Political Economy (Research).....2	Late Middle English.....3	Astronomy.....3	Italian.
Geology.....3	Political Institutions U. S.....2	19th Century Literature.....3	Surveying.....3	Spanish.
	International Law.....2	Ad. Rhetoric.....3		
	Financial History U. S.....1			

Notes on the Foregoing.

1. A few studies and but a few are elective previous to the Junior year.

2. Nearly all studies in the Senior and Junior years are elective with the exception of Psychology, 5 hours, in all courses; Logic, 5 hours, in all courses but English; Advanced Rhetoric, 6 hours, in all courses but the English, where it is a Freshman study.

3. Students in these years must select from at least two lines.

4. It is recommended that they select from three lines. These selections will be made under the advice of the Faculty, so that consistency of work may be secured.

5. It is the judgment of the Faculty that by the time the student reaches the Junior year the attention should be concentrated on a comparatively small number of subjects.

6. Fifteen hours of recitation each week is considered full work.

7. A large amount of research work will be prosecuted during the Junior and Senior years.

8. One hundred and eighty hours are required in the four college years. Somewhat more than this may be required in those cases in which otherwise courses would be left incomplete.

9. *The degree conferred at graduation will generally be determined by the course pursued up to the close of the Sophomore year.* The Junior and Senior studies are largely of a university character, preparing the student for independent investigation when from graduation he must carry forward his studies without the presence and guidance of a living teacher. The lines of study provided are so broad and

varied that the candidate for any of the professions, as well as the business man, can obtain here the scholarship which will best fit him for his chosen and anticipated mode of life.

It will be seen that the order in which some of the studies are pursued is not quite the same as that adopted in many institutions; but no confusion grows out of this arrangement, as all the studies are taught in contiguous years. Those who have pursued Latin and Greek before any of the modern languages find no inconvenience in taking up these modern languages at any point in their course. Whatever may have been the order of study in the High Schools, the classification will depend on the amount and value of the work done more than on the fact of pursuing the precise branches laid down in our Preparatory School. Students who have prepared for college in the English Course can change to a course containing more language because of advantages for studying the same in our Preparatory School. This will, however, somewhat lengthen their course.

Academic Work.

Students preferring not to take language work, and not preparing for college, nor taking a college course, can pursue such studies as they may elect provided the scholarship already gained will enable them to carry forward the work successfully. No tuition is charged, but in addition to the regular incidental fee the matriculation fee of five dollars must be paid if college studies are pursued.

Classes will be organized for the study of the following branches, which such students can enter :

Fall Term.

English Grammar.	Mediaeval History.
Advanced English Grammar.	English History.
Rhetoric and Literature.	European History.
History of English Literature.	American History.
Chaucer.	Political History of U. S.
English Masterpieces.	Constitutional History of England.
Anglo Saxon.	Political Economy.
Algebra.	Physiology.
Geometry.	Zoology.
Astronomy.	Embryology.
Calculus.	Chemistry.
U. S. History.	Psychology.
Ancient History.	Normal Work.

Winter Term.

English Grammar.	European History.
Rhetoric and Literature.	English History.
Advanced Rhetoric.	Constitutional and Political History.
History of English Literature.	Political Economy.
Anglo Saxon.	Financial History.
Shakespear.	Geology.
Algebra.	Zoology.
Geometry.	Embryology.
Trigonometry.	Histology.
Calculus.	Chemistry—Several Lines of Work.
Advanced Physics.	Botany.
Mathematical Astronomy.	Normal Work.
U. S. History.	Psychology and History of Philosophy.
Ancient History.	
Modern History.	
American History.	

Spring Term.

English Composition and Language Work.	English History.
Literature.	European History.
Rhetoric and Advanced Rhetoric.	Civil Government.
History of English Litera- ture.	Historical and Political Problems.
American Literature.	Zoology.
Old and Middle English.	Vertebrate Anatomy.
Anglo Saxon.	Embryology.
Algebra.	Botany.
Geometry.	Geology.
Surveying.	Astronomy.
Advanced Physics.	Chemistry—Several Lines.
Advanced Astronomy.	Mineralogy.
Roman History.	Moral Science.
Modern History.	Logic.
	Normal Work.

Special Students.

Students not desiring to pursue a general college course, or take mixed academic work, but to give special attention to particular lines of study will be afforded opportunity for the same, and granted certificate for work done.

Work Exhibited by Courses.

A *course* of instruction in this analysis comprises, or is equal to, a continuous daily study and recitation in some line for a period of one-third of the school year. A student will ordinarily carry forward three courses—or an amount of work equal to three courses—at the same time, in other words, he will do the work of three courses in a term.

Preparatory.

Courses of instruction in Sub-Collegiate Department—
number and kind.

CLASSICAL.

Foreign Languages—Ancient and Modern	17 2-5
English Language	6 3-5
Mathematics.....	6
History.....	4 1-5
Physical Science	2
Biological Science.....	2 1-5

LATIN SCIENTIFIC.

Foreign Languages—Ancient and Modern	13 2-5
English Language	7 3-5
Mathematics.....	6
History.....	6
Physical Science	3
Biological Science.....	2 1-5

GREEK SCIENTIFIC.

Foreign Languages—Ancient and Modern.....	13 2-5
English Language	7 3-5
Mathematics.....	6
History.....	6
Physical Science.....	3
Biological Science.....	2 1-5

SCIENTIFIC.

Foreign Languages—Ancient and Modern	12 4-5
English Language.....	7 3-5
Mathematics.....	6
History.....	7 1-5
Physical Science	3
Biological Science.....	2 1-5

ENGLISH.

Foreign Languages—Ancient and Modern.....	8 2-5
English Language.....	7 3-5
Mathematics	6
History.....	7 1-5
Physical Science.....	3
Biological Science.....	2 1-5

College of Liberal Arts.***Freshman and Sophomore Years.*****CLASSICAL.**

Foreign Languages—Ancient and Modern	9
English Language	2-5
Mathematics	1 2-5
History.....	2 2-5
Physical Science.....	3 1-5

LATIN SCIENTIFIC.

Foreign Languages—Ancient and Modern.....	5 4-5
English Language	1
Mathematics.....	5 2-5
History.....	1 4-5
Physical Science	5 2-5
Biological Science.....	1 4-5

GREEK SCIENTIFIC.

Foreign Languages—Ancient and Modern.....	5 2-5
English Language.....	1
Mathematics.....	5 2-5
History.....	1 4-5
Physical Science.....	5 2-5
Biological Science.....	1 4-5

SCIENTIFIC.

Foreign Languages—Ancient and Modern.....	2 4-5
English Language.....	2-5
Mathematics.....	5 2-5
History.....	2 2-5
Physical Science.....	5 2-5
Biological Science.....	1 4-5

ENGLISH.

English Language.....	6 1-5
Mathematics.....	3-5
History.....	3 3-5
Physical Science.....	3 1-5
Biological Science.....	1 4-5

In the Junior and Senior Years all the work is elective except Psychology, Logic and Science of Rhetoric. Courses are offered as follows, out of which 18 must be taken :

Philosophy.....	6 1-5
Theology.....	4
Latin.....	8
Greek (and Hebrew).....	7 3-5
Chemistry.....	10 3-5
Biology.....	6 3-5
Geology and Methods in Nature.....	1 2-5
History, Politics and Economics.....	7 2-5
English.....	9
Mathematics, Pure and Applied.....	5 4-5
Modern Languages.....	10 3-5
Normal Studies.....	4 3-5

Outline of Work in the Several Literary Departments.

Modern Languages.

The following courses represent approximately the work done in the modern languages. The authors cited in each course indicate the character of textual matter, but other authors may be substituted from year to year.

GERMAN—Required.

Course I.—First Year.

Elementary German. Sheldon's Short Grammar; Prose—Seidel's *Die Monate*, Rosegger's *Waldheimat*, Auerbach's *Brigitta*, etc. Composition. Daily throughout the year; about 200 pages of text read.

Course II.—Second Year.

1. First term. Classical German authors 18th century; Lessing, *Minna von Barnhelm*; Schiller, *Wilhelm Tell*, *Maria Stuart*; Goethe, *Hermann und Dorothea*.

2. Second term. Classical authors beginning of this century; Heine, Eichendorff, Chamisso, Jean Paul,—Lyrics and Prose.

3. Third term. Modern writers. Sheffel, *Der Trompeter von Säckingen*, *Ekkehard*; Freytag, *Soll und Haben*; Eber's *Homo Sum*.

Course III.—Third Year.

Winter term. Composition and Conversation—two hours.

Course IV.—Third and Fourth Years.

1. Spring term, Third Year. Scientific German, Hodges' or Gore's text. German monographs on various scientific subjects—two hours.

2. First term, Fourth Year. German historical authors. Freytag, *Bilder aus der Deutschen Vergangenheit*; Studies in the original text of Ranke, von Treitschke, von Sybel. Biographies of Moltke, Bismarck, etc. Three hours. It is intended to make the work preparatory to advanced work in history.

3. Second term, Fourth Year. Philosophy. Lessing's *Laokoon*; Texts in psychology, pedagogy and metaphysics—three hours. This work enables the student to pursue to advantage original and independent research in the whole field of German Philosophy.

GERMAN—*Elective*.

Course V.

1. Critical study of Goethe's *Faust*. First term, three hours.
2. Goethe and the Romantic School. Second term, three hours.
3. German Grammar and practice in writing German. Third term, two hours.

Course VI.

1. *Nibelungenlied, Kudrun, Iwein, Walther von der Vogelweide*. Translation into Modern German. Twice a week throughout the year.
2. General History of German Literature. Lectures with collateral reading.
3. German Seminar. Once a week, a two-hour session.

FRENCH—*Required*.

Course I.—Freshman Year.

Edgren's French Grammar, composition. Prose—Halevy's *L'Abbe Constantin*, Merimee's *Colomba*, About's *Le Roi des Montagnes*, Rougemont's *La France*. About 300 pages of text. First and second terms—three hours; third term—five hours.

Course II.—Sophomore Year.

Rougemont's *La Litterature Francaise*; Prose and Poetry, 275 pages. Third term—three hours.

FRENCH—*Elective*.

Course I.

1. First term. Victor Hugo's *Hernani* and *Ruy Blas*. Three hours.
2. Second term. Corneille, Racine, Moliere, masterpieces from these authors—three hours.
3. Third term. *Morceaux choisis de Darmesteter*—three hours.

Course II.

Studies in Old French. Bartsch, Old French Reader. *La Chanson de Roland*, etc. Throughout the year.

ITALIAN.

Course I.

Grandgent's Grammar; Composition, *I Promessi Sposi*.

Course II.

Grammar, selections from Ariosto, Boccaccio, Petrarca and Dante.

SPANISH.

Course I.

Edgren's Grammar, Composition, *El Eco de Madrid; Gil Blas*.

Course II.

Grammar, Selections from Calderon, Lope de Vega, Cervantes.

Ancient Languages.

LATIN.

The College uses the Roman method of pronouncing Latin.

Required.

The required work in Latin begins with the second year of the Preparatory Course and is continued till the third term of the Sophomore year, embracing, in all, fourteen terms, with five recitations a week the first three terms, four the next three, and three recitations a week each of the remaining terms.

First Year.

The instruction has begun with Tuell & Fowler's "First Book in Latin," which has run through two terms, and been followed in the third term with Cæsar's Gallic War (Book I) by Lowe and Ewing, or with First Latin Readings, Riggs' in Latinum, and Harkness' Standard Latin Grammar (Rules of Syntax.)

Second Year.

Cæsar (Books II and III.)—Composition—Gradatim (at sight)—Grammar (Etymology, Inflection). First term, four hours.

Cæsar (Parts of Books IV, V, and VI)—Composition—Gradatim (at sight)—Grammar (Etymology, Inflection and Formation of Words). Second term, four hours.

Cicero (two Orations)—Composition (Riggs' in Latinum—Part II.)—Reading Letters at Sight—Grammar (Syntax.) Third term, four hours.

Third Year.

Cicero (two Orations)—Composition—Grammar (Syntax of Noun, Adjective and Pronoun)—Reading Letters at Sight. First term, three hours.

Cicero (two Orations)—Ovid (Selections)—Composition—Grammar (Syntax of Verb and Prosody.) Second term, three hours.

Ovid (Selections)—Grammar (Syntax of Verb and Prosody)—Collateral Reading. Third term, three hours.

Freshman Year.

Vergil (*Æneid*—Book I and part of Book II.)—Reading at Sight. First term, three hours.

Vergil (Books II (in part), III and IV.)—Reading at Sight. Second term, three hours.

Vergil (Books V and VI)—Reading at Sight—Collateral Reading. Third term, three hours.

Sophomore Year.

Livy (Book I)—Reading at Sight—Collateral Reading. First term, three hours.

Horace (Selections from Odes)—Grammar (Prosody.) Reading at Sight. Second term, three hours.

Elective Courses.

- I. Cicero (De Senectute.) First term, two hours.
- II. Horace (Odes.) First term, two hours.
- III. Terence (*Andria* or *Adelphi*.) First term, two hours.
- IV. Livy (Book XXI.) First term, three hours.
- V. Composition. First term, one hour.
- VI. Tacitus (*Germania* and *Agricola*.) First term, two hours.
- VII. Reading at Sight. First term, one hour.
- VIII. Horace (*Satires*.) Second term, two hours.
- IX. Cicero (*De Amicitia*)—Collateral Reading. Second term, two hours.

- X. Catullus and the Elegiac Poets (Selections.) Second term, two hours.
- XI. Cicero (Brutus.) Second term, three hours.
- XII. Composition. Second term, one hour.
- XIII. Reading at Sight. Second term, one hour.
- XIV. Suetonius (Selections from Books I and II.) Second term, two hours.
- XV. Horace (Epistles.) Third term, two hours.
- XVI. Cicero (De Officiis.) Third term, three hours.
- XVII. Ovid (Fasti.) Third term, two hours.
- XVIII. Plautus (Captives.) Third term, three hours.
- XIX. Reading at sight. Third term, one hour.
- XX. Tacitus (Annals—selections.) Third term, three hours.

GREEK.

Required for Classical and Greek Scientific Students.

Course I.

Greek Grammar and Lessons; five hours a week throughout the year.

Course II.

Anabasis, four hours throughout the year.

Course III.

Homer, three hours throughout the year. This course will include Studies in Greek Life, the Homeric Question, and Morphology and Etymology.

Course IV.

1. Greek Philosophy. First term, three hours. Plato, Zeller's Outlines of Greek Philosophy.

2. Greek Orators. Demosthenes and Aeschines. Collateral reading in Jebb's Greek Orators, Butcher's Demosthenes and Jebb's Greek Literature. Second term, four hours.

3. Greek Comedy. Aristophanes. Collateral reading in Haigh's Attic Theatre, Moulton's Ancient Classical Drama, and Schlegel's Dramatic Art and Literature. Third term, three hours. (Required only of Greek Scientific students; elective for others.)

*Required for Greek Scientific Students.***Course V.**

1. Tragedy. First term, three hours. Æschylus, Sophocles, or Euripides.
2. Lucian. Second term, two hours.

*Elective.***Course VI.**

1. Neo-Hellenic. First term, two hours.
2. Pausanias. Second term, two hours.
3. Sight Reading. Third term, two hours.

Course VII.

Biblical Greek. Harmony of the Gospels. Two hours throughout the year.

Course VIII.

Biblical Greek. The Apostolic Church. The Acts. The Epistles. The Didache. Two hours through the year.

Course IX.

Biblical Greek. The Septuagint. Two hours throughout the year.

Course X.

Greek Drama. Twice a week.

Course XI.

Normal Course. First term, one hour.

Course XII.

Greek Mythology. Second term, one hour.

Course XIII.

Greek Art. Third term, one hour.
Open to College students in any course.

Course XIV.

Greek Literature. First term, three hours.
Open to College students in any course.

Course XV.

Conversational Greek. One hour a week throughout the year.

Course XVI.

The Greek Seminar offers special facilities for students wishing to do advanced or post graduate work. Courses will be arranged to meet, as far as possible, the requirements of individual students. There will be studies in Literature and History, Epigraphy, Archæology and Grammar, with original composition in Greek upon Historical and Literary subjects. Once a week throughout the year.

ENGLISH.

The tabulated courses contain statements of work persued. The lines of study offered by the department are three—Rhetoric, Language and Literature. (a) Rhetoric is made practical by the requirement daily of written themes, through which to illustrate choice of words, structure of sentences and paragraphs. Compositions in narration, description and exposition, also reports of lectures, entertainments, incidents and accidents will be required. This work is followed by a course in Literary Criticism. (b) An advanced course in the History of English Literature, covering three terms, is designed to show how history effects literature and language. A manual is used as direction in research work, and special reports are required. (c) A course in Old English runs through the year. Students who take this study should have some knowledge of German or Latin. (d) A course in Early and Late Middle English also covers three terms. Particular attention is given to Chaucer with reference to pronunciation and Historical Grammar. (e) One year is given to the study of Masterpieces, the Fall term, to those illustrating different periods of literary activity in England; the Winter term, to the plays of Shakespeare, and the Spring term to American Masterpieces. This course demands much research, and is for advanced students only. Each member of the class is required to write one essay and one critique. Forty-five minutes are allowed for the reading of these papers, after which they are deposited with the Head of the department and become the property of the Library.

The following is an outline of the work offered :

RHETORIC—Required.**Course I.**

Advanced Rhetoric. Winter term, three hours.

Course II.

Advanced Rhetoric. Spring term, three hours.

Course III.

In Normal Course: Methods in English,—Grammar, Rhetoric, Literature. Winter term, two hours.

LANGUAGE—Required.**Course I.**

Advanced English Grammar. Fall term, two hours.

Elective.**Course II.**

Old English. Beginner's Course. Bright's Old English Grammar and Reader. Fall term, three hours.

Course III.

Old English. Advanced Course. Siever's Old English Grammar (Cook's translation, 2d edition). Judith, Elene and portions of the Beowulf. Winter and Spring term, three hours each.

MIDDLE ENGLISH.**Course IV.**

Sweet's First Middle English Primer. Morris' Specimens of Early English. Piers the Ploughman. Winter and Spring terms, three hours each.

ENGLISH LITERATURE—Elective.**Course I.**

Chaucer, with attention to Historical Grammar and pronunciation. Sweet's Second English Primer and Skeats' one volume edition of Chaucer's Poems. Fall term, three hours.

Course II.

History of English Literature. Manual, with lectures and reports. Fall term, two hours.

Course III.

Seventeenth and Eighteenth Centuries in Literature. Manual, with lectures and reports.

[Students must provide themselves with Thayer's Best Elizabethan Plays; the works of Spenser, Milton, Dryden, Pope, Goldsmith and Cowper. Inexpensive editions of other eighteenth century authors will be used. Winter term, three hours.]

Course IV.

Nineteenth Century Literature. Reports and discussions. Spring term, three hours.

[Students must provide themselves with the poems of Burns, Wordsworth, Coleridge, Shelley, Keats and Scott. Spring term, three hours.]

Course V.

English Masterpieces. Fall term, three hours.

Course VI.

Shakespeare. Winter term, three hours.

AMERICAN LITERATURE—Required.**Course I.**

An examination of American literary history, and the reading and discussion of important works in poetry and prose. Students are expected to provide themselves with the poems of Bryant, Poe, Longfellow, Whittier, Emerson and Lowell, also with Hawthorne's *Scarlet Letter* and one volume of Emerson's *Essays*.

PREPARATORY COURSE IN LANGUAGE AND RHETORIC.*Required.***First Year.**

Two terms of English Grammar and one term Lockwood's Language Lessons. Five hours each term.

Second Year.

Three terms Language Lessons. Three hours each term.

Third Year.

Two terms Language Lessons. One term two hours, one term three hours.

Fourth Year.

Rhetoric. Three hours throughout the year.

REMARKS—The student's knowledge of the principles of language will be tested in oral and written reproductions and paraphrases of choice pieces of literature to be studied in connection with the language work. The object of these courses are: (a) to secure clear, correct thought and expression; (b) to secure an acquaintance with good literature and appreciation of the same.

The English of the Preparatory Department meets all the requirements for entrance to the Freshman class.

The Entrance Requirements in English are in accordance with the action of "the Michigan Association of Colleges" at its meeting May 25, 1895. The recommendations are as follows:

1. That the several colleges of the association in their Entrance Requirements in English conform to the recommendations of "The English Conference of the Eastern and Middle States," as given below.

2. Further, that in these requirements they seek to develop in the pupils of the secondary schools the power of extemporaneous speaking.

ENTRANCE REQUIREMENTS.

NOTE.—No candidate will be accepted in English whose work is notably defective in point of spelling, punctuation, idiom, or division into paragraphs.

1. *Reading*.—"A certain number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject matter, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number—perhaps ten or fifteen—set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books. In place of a part or the whole of this test, the candidate may present an exercise book, properly certified by his instructor, containing compositions or other written work done in connection with the reading of the books."

The books set for this part of the examination will be;

1896: Shakespeare's *A Midsummer Night's Dream*; Defoe's *History of the Plague in London*; Irving's *Tales of a Traveler*; Scott's *Woodstock*; Macaulay's *Essay on Milton*; Longfellow's *Evangeline*; George Eliot's *Silas Marner*.

1997: Shakespeare's *As You Like It*; Defoe's *History of the Plague in London*; Irving's *Tales of a Traveler*; Hawthorne's *Twice Told Tales*; Longfellow's *Evangeline*; George Eliot's *Silas Marner*.

1898: Milton's *Paradise Lost*, books I and II; Pope's *Iliad*, books I and XXII; The Sir Roger de Coverley Papers in the Spectator; Goldsmith's *The Vicar of Wakefield*; Coleridge's *Ancient Mariner*; Southey's *Life of Nelson*; Carlyle's *Essay on Burns*; Lowell's *Vision of Sir Launfal*; Hawthorne's *The House of the Seven Gables*.

1899: Dryden's *Palamon and Arcite*; Pope's *Iliad*, books I, VI, XXII and XXIV; The Sir Roger de Coverley Papers in the Spectator; Goldsmith's *The Vicar of Wakefield*; Coleridge's *Ancient Mariner*; De Quincey's *The Flight of a Tartar Tribe*; Cooper's *Last of the Mohicans*; Lowell's *Vision of Sir Launfal*; Hawthorne's *The House of the Seven Gables*.

1900: Dryden's *Palamon and Arcite*; Pope's *Iliad*, books I, VI, XXI and XXII; Goldsmith's *The Vicar of Wakefield*; Scott's *Ivanhoe*; DeQuincey's *The Flight of a Tartar Tribe*; Cooper's *The Last of the Mohicans*; Tennyson's *The Princess*; Lowell's *Vision of Sir Launfal*.

II. *Study and Practice*.—This part of the examination presupposes the thorough study of each of the works named below. The examination will be upon subject matter, form and structure.

The books set for this part of the examination will be :

1896: Shakespeare's *The Merchant of Venice*; Milton's *L'Allegro*, *Il Penseroso*, *Comus* and *Lycidas*; Webster's *First Bunker Hill Oration*.

1897: Shakespeare's *The Merchant of Venice*; Burke's *Speech on Conciliation with America*; Scott's *Marmion*; Macauley's *Life of Samuel Johnson*.

1898: Shakespeare's *Macbeth*; Burke's *Speech on Conciliation with America*; De Quincey's *The Flight of a Tartar Tribe*; Tennyson's *The Princess*.

1899: Shakespeare's *Macbeth*; Milton's *Paradise Lost*, books I and II; Burke's *Speech on Conciliation with America*; Carlyle's *Essay on Burns*.

1900: Shakespeare's *Macbeth*; Milton's *Paradise Lost*, books I II; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

PREPARATORY COURSE.

First Year.

FALL TERM: English Grammar, Longfellow's *Evangeline*. Five hours.

WINTER TERM: English Grammar, Addison's *Roger de Coverley Papers*, The *Cotter's Saturday Night*. Five hours.

SPRING TERM: Lockwood's *Language Lessons*, Whittier's *Snow Bound*, Irving's *Tales of a Traveler*. Five hours.

Second Year.

FALL TERM: Language Lessons, Lowell's *Vision of Sir Launfal*, George Eliot's *Silas Marner*. Three hours.

WINTER TERM: Language Lessons, The *Ancient Mariner*, The *Vicar of Wakefield*. Three hours.

SPRING TERM: Language Lessons, Hawthorne's *House of the Seven Gables*. Three hours.

Third Year.—Not Required in the Classical Course.

FALL TERM: Language Lessons, Carlyle's *Essays on Burns*, Scott's *Marmion*. Two hours.

SPRING TERM: Language Lessons, De Quincey's *The Flight of a Tartar Tribe*, Tennyson's *Princess*. Three hours.

Fourth Year.

FALL TERM: Rhetoric, *As You Like It*, *The Merchant of Venice*. Three hours.

WINTER TERM: Rhetoric, Defoe's *History of the Plague*, Macaulay's *Life of Samuel Johnson*. Three hours.

SPRING TERM: Rhetoric, Burke's *Speech on Conciliation with America*, Hawthorne's *Twice Told Tales*. Three hours.

HISTORY.

Courses given in the college.

Course I.

Colonial History. Six hours; three hours in first term covering period to 1750; three hours in second term covering period 1750-1783. (This course is elective for Freshmen and Sophomores.)

Course II.

European History. Nine hours ; three hours each term covering following periods : First term, 1453-1715 ; second term, 1715-1815 ; third term, 1815-1878. (Sophomores, required.)

Course III.

Political and Constitutional History of the United States. Nine hours ; covering the period 1783-1885. Three hours each term. (Elective, Juniors and Seniors.)

Course IV.

Research in American History. Topics selected from the period 1845-1876. Four hours ; two hours each in first and second terms. (Elective to those who have taken Course III.)

Course V.

Political and Constitutional History of England. Six hours ; two hours in each term, covering the period 1066-1885. (Elective, Juniors and Seniors.)

Course VI.

History of Civilization. Six hours ; two hours each term. This course will alternate with course V. (Elective, Juniors and Seniors.)

POLITICS.**Course I.**

Political Science. Three hours, first term. (Elective, Juniors and Seniors.)

Course II.

Topics in Political Science. Two hours, second term. Elective for those who have taken Course I.

Course III.

American Political Institutions. Four hours, two hours each in second and third terms. (Elective, Juniors and Seniors.)

Course IV.

American Constitutional Law. Three hours, third term. (Elective, Juniors and Seniors.)

Course V.

International Law. Three hours, third term. (Elective, Juniors and Seniors.)

Course V alternates with Course IV.

ECONOMICS.**Course I.**

General Theory of Political Economy Four hours, first term. (Elective, Juniors and Seniors.)

Course II.

Advanced Study in Theory of Political Economy. Two hours, second term. (Elective, Juniors and Seniors.)

Course III.

Socialism. Two hours, second term. (Elective, Juniors and Seniors.)

Course IV.

Taxation. Two hours, third term. (Elective, Juniors and Seniors.)

Course V.

Financial History of the United States. Four hours, two hours each in second and third terms. (Elective, Juniors and Seniors.)

Course VI.

Research—Special topics. Two hours, third term. (Elective, Juniors and Seniors.)

CHEMISTRY.

One term of General Chemistry is required for admission to the college classes. This course should deal largely with the facts and phenomena of Chemistry and, in a less degree, with Chemical theories.

*College Required.***Course I.**

Advanced Chemistry of the Non-Metals, three times per week. Fall term.

Course II.

Inductive Laboratory practice in General Chemistry, two days each week, two hours per day. Fall term.

Course III.

Qualitative Chemical Analysis. Laboratory practice, two hours each day of the week. Winter term.

Elective.

Course IV.

Advanced Qualitative Chemical Analysis, with special study of oxidation and reduction. Laboratory work three days per week, two hours each day. Spring term.

Course V.

Synthetical preparation of Inorganic Chemicals. Two days per week, two hours per day. Spring term.

Course VI.

Quantitative Chemistry. Laboratory work, ten hours per week. Fall term. This course may be taken by any student who has completed the first three courses.

Course VII.

Organic Chemistry. The study of the text, with lectures, three days per week; laboratory work in Synthetical Preparations, four hours per week. Winter term. This course may be taken by students who have completed courses, 1, 2 and 3.

Course VIII.

Course 5 continued during Spring term. Five days per week.

Course IX.

Mineralogy, descriptive and determinative; Laboratory work two hours per day, three days per week. Spring term. This course open to those who have completed courses 1, 2 and 3.

Course X.

The Alkaloids; three days per week, two hours per day. This course can only be taken after course 8 is completed. Fall term.

Course XI.

Iron and Steel Analysis; fifteen hours Laboratory work per week. Winter term. Taken after course 6 is completed.

Course XII.

Ultimate organic Analysis, three days per week, three hours per day. Fall or Winter term. This course may be taken after course 8 is completed.

Course XIII.

Water Analysis, two days per week, two hours per day. Fall term.

Course XIV.

Provision will be made for special students in any line of chemical investigation. Students expecting to teach will be given work to prepare them in chemical manipulation, the care and management of a laboratory, etc.

It will be seen that after courses 1, 2 and 3 have been completed, the work in Chemistry may divide into two lines depending on the prospective future work of the student. For Mechanical, Mining or Civil Engineering, courses 4, 5, 6, 9 and 11 may be taken.

For Medicine or Pharmacy, courses 7, 8, 10 and 12 may be included and 9 and 11 omitted.

Sanitary Science.—Lectures and research work three days each week. Fall term.

BIOLOGY.

All the work in Biology is made as practical as the subject will admit, subject to the limitations of a college curriculum. The Laboratory, which affords ample facilities, is described elsewhere. There is a constant purpose to impart to the student a distinct *method of study*—to draw him away from reliance on printed authority to reliance on himself and his own observations. This necessitates accurate work, and careful drawing of his own demonstrations.

Dealing, as Biology does, with many problems that seem almost indeterminate from their very nature, it offers a discipline to the reason and to the judgment that cannot be overestimated. Yet, valuable as is this discipline, there are early introduced cultural values that become more and more prominent as the subject is pursued, culminating in a philosophy that involves man himself, his relation to the universe about him and to God.

BOTANY.**Course I.**

Courses of three hours each in the winter and spring terms of the first year. The work for the winter term begins with the study of a plant as a whole, after which its various parts are considered in detail, careful study being made of Roots, Stems, Leaves, Fruits, etc.

The spring term is devoted to the careful examination of a few

orders, and the comparison of the genera of each, also a classification and description of the Flora of this district. A small Herbarium is required.

Course II.

Elective course in Advanced Botany. Spring term, two days in the week, two hours each day. Microscopical study of the structure of plants. Special attention given to Cryptogamia.

ZOOLOGY.

Course I.

Physiology. A course of five hours per week, during the Fall term of the second year. An elementary course, not experimental, but illustrated by such dissections and exhibition of mounted specimens as may be necessary to make the subject real.

Course II.

Zoology. Required in the Freshman year except in the Classical course. A practical study of typical specimens from most of the classes of the animal kingdom, accompanied by lectures on their comparative anatomy and upon Systematic Zoology.

Fall term, two hours each day. Protozoa, Porifera, Coelenterata, Vermes.

Winter term, three days per week, two hours each day. Echinodermata, Mollusca, Arthropoda.

Spring term, three double hours per week.

VERTEBRATA.

Course III.

Vertebrate Anatomy. A careful and detailed study of the structure of the cat, as a type. Laboratory work, collateral reading and lectures. Three double hours, Spring term.

Course IV.

Comparative Embryology of Vertebrates. Three double hours per week throughout the year. Laboratory work, text book and lectures.

Fall term. Fertilization and segmentation of the ovum. The early stages of development, especially of the Fish and the Frog, though other types are employed to elucidate special points.

Winter term. The early development of the Chick, the formation of the embryo.

Spring term. The development of organs in the Chick.

Course V.

Advanced Zoology. Three hours per week through the year. Acquaintance with the facts of zoology will be assumed and the time will be devoted to the philosophy of zoology and to the discussion of current biological questions. Text book, lectures and seminar work.

Course VI.

Biological Theories. Winter term, two hours. Text book, research and lectures. A critical study of the theories of heredity and development. Open to Juniors and Seniors.

Course VII.

A course in the methods and results of Histology, including a more careful study of the use of the microscope as an instrument of research will be given in the Winter term, two hours. Laboratory work and lectures.

Course VIII.

The courses in Geology, elsewhere outlined, should be pursued by every student of Biology. Winter and Spring terms three hours each.

Students that show special proficiency in Biological work will be encouraged to pursue it further. Courses will be arranged for them, as may be necessary, and all possible facilities will be offered in its prosecution. For this work the college already has a large supply of material on hand.

A Normal Course of one hour in Methods in Observation and Nature Work will be given in the Spring term.

GEOLOGY.

Prerequisites.—Physics, Chemistry and Zoology.

Course I.

Dynamical and Structural. Winter term, three hours per week. A study of the changes at present going on upon the earth, their causes and the record they have left in the rocks.

Course II.

Historical. Spring term, three hours per week. The development of existing surface configurations, the changes in past conditions of physical geography and their consequent reaction upon the life-systems. Especial attention is given to the development of the North American continent, and to the geological history of Michigan.

MATHEMATICS.

Arithmetic is taught in connection with the Business Department.

The Preparatory work covers three terms in Algebra and three terms in Geometry.

The following courses are provided in the Collegiate department:

Course I.

Advanced Algebra—two courses of five hours each. Fall and Winter terms.

Course II.

Plane and Spherical Trigonometry—a course of seven hours. Winter and Spring terms.

Course III.

General Geometry—a course of six hours. Winter and Spring terms.

Course IV.

Differential and Integral Calculus, with their applications to Geometry and Physical Science—a course of five hours. Spring term.

Course V.

Advanced Calculus—a course of three hours. Fall term.

Course VI.

Advanced Calculus—a course of three hours. Winter term.

Course VII.

Modern High Algebra, including determinants—a course of two hours. Spring term.

Course VIII.

Quaternions—a course of three hours. Fall term.

Courses 3, 5, 7 and 8 may be elected by students in whose General Courses they are not required studies.

ASTRONOMY AND APPLIED MATHEMATICS.

ASTRONOMY.

Course I.

Courses of three hours each are given during the Fall and Spring terms in Descriptive Astronomy. Sophomore required course.

Course II.

Elective. A course of three hours per week in the Fall term, in Solar Physics. This course may be taken by those who have completed Course I.

Course III.

Elective. A course of three hours per week during the entire year, including a large amount of practical work in the observatory, solar and lunar eclipses, reductions for obtaining time, latitude and longitude, etc.

PHYSICS.**Course I.**

An elementary course of five hours per week, extending through the Winter and Spring terms.

Course II.

Courses of three hours each in the Winter and Spring terms (Sophomore), largely mathematical in treatment.

SURVEYING.

Elective. A course of three hours per week during the Spring term in Practical Surveying.

PHILOSOPHY.*Required.*

I. Psychology. Method, by lectures, recitations and daily examination of standard authors. Fall term, five hours. Winter term, two hours. The whole range of Psychology is now being examined anew. To get the best results from this study the student needs a well disciplined mind, a habit of introspection, and the ability to carefully weigh and compare the theories presented. Experimental Psychology is receiving a good deal of attention. Not doubting the valuable results reached, the question may well be raised whether exhaustive results can be secured through the senses alone. The object sought in pursuit of this branch in college is a knowledge of the action of mind—in the development of powers and in the co-operative employment of physical energies in reaching reliable and truthful determinations. We employ as a text book at the present time Ladd's Psychology, Descriptive and Explanatory. The Library is rich in works on this subject, which are largely consulted and reported upon.

II. **Logic.** The general subject of the understanding may be studied Psychologically or Logically. The ends thus reached are diverse, but not opposed. The two include more than either alone. Inductive Logic is constantly employed in the study of nature, and in all business affairs. It is desirable that the student in early life become acquainted with the principles which control our reasoning, with the methods employed, and gain facility and accuracy in the use of the same.

Deductive or Formal Logic is in constant use in the domain of reasoning, either alone or in conjunction with the Inductive. No one can be said to be liberally educated who is not familiar with the laws of thought, which the uneducated are constantly using with more or less skill, and which the scholar should intelligently employ with unfailing skill and success. The object of this study is to make clear thinking with the ability to detect subtle fallacies. For outlines of the subject Hyslop is used—for fuller and special discussions Mill, Lotze and other authors.

Elective.

III. **Applied Psychology.** This is required in the Normal course, but is elective for a degree. Pursued in the Winter term, four hours. Text book, McLellan—essays and discussions with reviews of leading pedagogical works. All Normal students visit public schools to study methods of teaching.

IV. **History of Philosophy.** This must be preceded by Psychology in order that there may be a standard of Philosophy in the mind of the student with which to compare the theories advanced by the different schools. A thorough analysis of each school will be presented, with the two-fold aim of learning the History of Philosophic Thought, and determining what is true in the different systems studied. The first half of the year—several works used.

V. **Moral Science.** The fundamental principles will first be considered, then their application to human life. This study follows Psychology, and is pursued in the latter half of the year. One term—Calderwood, Porter, and other authors included.

VI. **Theism**—Bowne used as a text book—taught during the Spring term.

VII. **Evidences of Christianity.**—A careful scrutiny of the several classes of evidence relied upon, with the study of the bearings of the same on the question of divine revelation as appearing in the Bible.

NORMAL WORK.

One third of a year must be devoted to the study of Psychology before any student can take up the Psychological work of this course.

Applied Psychology.—Four hours. Text book, McLellan. In addition, a comparison of the views of several other writers.

Testing of the principles and methods by visits to several High Schools.

History of Education.—Four hours—taken up after the student has had a full course in Psychology. The course consists of the study of educational theories since the Renaissance with introductory survey of earlier theories. Quick's Educational Reformers is used as a text book with collateral readings from the different authors.

In addition to text book work members of the class read and report on the principal educational classics, also the biographies of great educators.

The French and German systems of education are taught by lectures with the aid of the best authors.

Methods in Physiology and Geography:

(1) Subjects are treated by topics.

(2) Committees appointed to formulate methods of teaching. Reports made, criticised. Portions of the lessons taught by different members. Committees report on the work of other committees, the teacher finally criticising students' reports and criticisms.

In **Methods in English** there is class drill in Orthography and Orthoepey, elements of sentence structure, logical classification of phrases and clauses, paragraph structure, etc.

The fundamental principles and the philosophy of grammar both as a system and an instrument to the ends of interpretation, of investigation, and of criticism.

An effort is made to develop the imagination through use of imaginative literature, and to develop the power of clear, correct thought and expression.

The school system of Michigan is carefully studied and also the school systems of several of the leading States of the Union.

Observation and nature work is intended to fit the teacher to bring the pupil in touch with nature as a great system of truth.

School laws of Michigan and many other States are carefully studied and compared and methods of school organization given in detail and discussed.

Attention given to methods of teaching as based on Psychology and experience.

Further Courses of Study.

Conservatory of Music.

PIANO.

GRADE I.—Foundation studies by Emery, Matthews' twenty lessons to a beginner, studies by Gurlitt, Kohler, Biehl, Loeschhorn.

GRADE II.—Kohler, Op. 50. Duvernoy, Op. 120. Loeschhorn, Op. 65. Doring, Op. 8, Book I.

GRADE III.—Bertini, Op. 29. Loeschhorn, Op. 66, Book I. Heller, Op. 47. Kohler, Op. 60. Doring, Op. 8. Mohr, Books I and II.

GRADE IV.—Loeschhorn, Op. 66, Books II and III. Berens, Op. 61, Book I. Kohler, Op. 128, Book I. Heller, Op. 46. Mohr, Book III.

GRADE V.—Loeschhorn, Op. 67. Heller, Op. 16. Kohler, Op. 128, Book II. Berens, Op. 61, Book II. Schmidt, School of Velocity.

GRADE VI.—Cramer's Studies. Loeschhorn, Op. 118. Reinecke, Op. 121. Bach's Inventions. Harmony. Musical History.

GRADE VII.—Cramer's Studies. Chopin, Op. 10. Moschelles, Op. 70. Kessler, Op. 20. Clementi—Harmony. Musical History. Text Books—Parker, Jadasohn, Ayer's Counterpoint.

ORGAN.

1ST. YEAR.—Dr. Stainer's Organ Primer. Whitney's First Six Months on the Organ. Thirty Progressive Studies by Best. Op. 33.

2D YEAR.—The Art of Organ Playing by Best, Part I. Studies in Pedal Phrasing, Dudley Buck. Op. 249, Book I. Thayer's Pedal Studies. Selected pieces by various composers.

3D YEAR.—The Art of Organ Playing by Best, Book II. Lemmon's Organ School, Part II. Sonatas by Mendelssohn and selected pieces by Buck, Eddy, Haupt, Thayer, and various composers.

4TH YEAR.—Bach Fugues, Sonatas, Preludes, and Concert pieces by modern composers.

VIOLIN.

- 1ST YEAR.—Violin Primer by Tours. 1st Book of Etudes, Kayser. Etudes Specials, Herrman. Easy pieces.
- 2D YEAR.—Violin Technic, Schradick. Violin Scales, Schradick. Etudes, Kayser. Pieces adapted to that grade.
- 3D YEAR.—1st 20 Etudes, Kreutzer, Etudes Brilliantes, Alard. Concert pieces, etc,
- 4TH YEAR.—Etudes, Kreutzer. Etude and Composition by Wieniawski, De Beriot, Raff, Viotte, etc. Harmony and Musical History.

VOICE CULTURE.

It is the aim of the Vocal Department to secure systematic training on the basis of the best Italian Method, and comprises a course of four years. The following studies are used:

Abt, Concone, Behnke and Pierce, Lutzgen, Lieber, Marchesi, Garcia, etc.

A two years' course in Harmony and Musical History is required, and the study of the piano or organ strongly recommended in order to enable the student to play accompaniments.

Commercial Department.

FALL TERM.	WINTER TERM.	SPRING TERM.
Book-keeping and Business Practice.	Book-keeping and Business Practice.	Book-keeping and Office Work.
English Grammar.	English Grammar.	Commercial Geography.
Penmanship.	Penmanship.	Penmanship.
Commercial Arithmetic.	Commercial Arithmetic	Commercial Arithmetic.
Correspondence.	Commercial Law.	Civil Government.
Spelling.	Spelling.	Rapid Calculation.

Art Department.

Sixteen hours per week. Method of work.

Course I.

Beginning with outline drawing in charcoal from simple objects.

Course II.

Drawing in charcoal from simple casts, cubes, spheres, etc., with instruction in perspective.

Course III.

Outlining and shading from casts of different parts of the human figure, and perspective talks.

Course IV.

Drawing from still life and simple casts, in charcoal.

Course V.

Head and figure antique cast work.

Course VI.

Full length antique figure work. Still life color work.

Course VII.

Antique work. Charcoal work from nature.

Course VIII.

Color and black and white work from nature.

Course IX.

Color work from nature, and black and white work from living models.

Course X.

Color work from living models.

Sketch Class. One hour per week, Tuesday at 4:30. Free to students in Drawing Classes; \$2.50 per term to non-members.

Art History Class. One hour per week, free.

Graduation.

Persons are granted the honor of graduation from the institution upon satisfactory completion of some prescribed curriculum of study. Four *Bachelor degrees* are given in the

College of Liberal Arts.

Bachelor of Arts [A. B.] is conferred on all who complete the Classical course.

Bachelor of Philosophy [Ph. B.] is conferred on all who complete the Latin-Scientific or the Greek-Scientific course.

Bachelor of Science [B. S.] is conferred on all who complete the Scientific course.

Bachelor of Letters [B. L.] is conferred on all who complete the Letters course.

Two Bachelor degrees are conferred at the completion of certain other courses :

Bachelor of Music [B. M.] is granted at the completion of a certain course in Piano music carried forward in connection with a prescribed amount of literary work.

Bachelor of Painting [B. P.] is granted at the completion of a prescribed course in painting and literary work.

Diplomas.

A graduating diploma is given to the student completing a course of seven grades in Piano music.

A graduating diploma is granted to each student completing a four years' course in the Theory and Art of Painting.

A diploma is granted to each student completing either the general business course or the short-hand and type-writing course in the Commercial Department.

The above degrees or graduating diplomas are granted only on satisfactory examination and payment of the regular fee ; and the name of no student will be presented by the Faculty to the Board of Trustees for graduation till he has submitted to the Faculty the receipt of the Secretary for the payment of all dues, including the fee for diploma.

Master's Degrees.

The degree of A. M., Ph. M., M. S. or M. L., unlike that of LL. D. or D. D., is, in theory, not honorary, but a voucher for the recipient's actual and ascertained progress in some special line of post-graduate work ; while in practice these degrees have been almost universally conferred by American colleges without any reference to the preparation or fitness of the candidate.

The following regulations have been adopted in regard to the granting of the degrees of A. M., Ph. M. and M. S.:

The degree of Master of Arts will be granted to Bachelors of Art of Albion College, who shall have finished, in a satisfactory manner, a course of resident, advanced study in Albion College, for a period of at least one year after graduation. The degree may also be granted, under similar conditions, to those spending two years in resident study in a non-professional department of another college, or three years in non-professional study *in absentia*. The work to be done in the two cases last named must, however, be equivalent in the aggregate to that required of resident graduate students.

A major, and two minor lines of work must be prosecuted, one-half of the total amount of work being upon the major course.

The course of study will be under the direction of the Committee on Graduate Instruction, acting with the heads

of the departments in which the candidate desires to study.

Candidates will be required to present a thesis, and pass a satisfactory examination, either oral or written.

Bachelors of Art of other colleges, of satisfactory grade of scholarship, may receive the Master's degree after one year's resident study under the conditions specified above.

The same conditions will govern the granting of the Master's degree to Bachelors of Philosophy and Bachelors of Science. In all cases where the work to be done embraces original investigation and research, the candidate for any of these degrees may be required also to present exhibits showing the results of such work.

Thesis and exhibits must be submitted to the committee before the first of May, and candidates must present themselves for examination during the first two weeks prior to Commencement week. The examinations will be public.

The fee for the degree will be ten dollars.

The Committee on Graduate Instruction consists of Professors Delos Fall, Samuel D. Barr and F. S. Goodrich. Communications should be addressed to Prof. S. D. Barr, secretary of the committee.

Cost of An Education.

Two questions commonly arise in the minds of young people who possess scholarly tastes: (1) Does a college education pay? (2) Is it possible to meet the expenses that must be incurred in taking a college course? That colleges offer opportunities for the gaining of an education that cannot be obtained elsewhere everybody knows. And that the scholarship secured is of great value in the broadening of the intellectual view and in the discipline of the mental powers is clearly apparent. Not only in the professions but for business and intelligent and influential citizenship, the mental culture gained in college and the habits of discriminating thought acquired give to the individual an immense advantage in practical life. One-half of the highest places of trust and power are occupied by college graduates, while not more than one person in five hundred takes a college course. In the competition between those who have had college training and those who have not had this training the chances are 500 to 1. In view of this extraordinary fact it is natural that the question shall be raised, Can I get the means to defray the expenses necessarily incurred in prosecuting a college course?

The fact must not be covered up that it costs time and money and energy to go through college. Everything that has value costs, and he who does not appreciate the problem on the cost side has a poor mental outfit to begin college work. Four years of time at least must go into his education; also four years of turning aside from business and whatever else might take up his thoughts. In addition to this, board and books must be provided which

cannot be procured without money, or labor, which is equivalent to money. But every young person can go through college unless he is an invalid or is kept at home because of imperative home demands.

The following points are worth noting :

1. Some students find opportunities for manual labor by which they defray expenses of board in part or in full.
2. It is not an uncommon thing for students to board themselves, in which case the living expenses are reduced to one dollar a week, or less.
3. Very largely students form boarding clubs in connection with which the cost is about two dollars a week. These clubs are managed on a principle to secure excellent board at something below usual rates.
4. Board costs in private families usually about two dollars and fifty cents a week, in some places less than this. Rooms are provided at 50 or 75 cents a week.

There is an incidental fee of seven dollars a term. There is no charge for tuition either in the Preparatory School or the College of Liberal Arts. Thus it will be seen that the money to be paid as personal expenses is a comparatively small sum. The cost of books will vary, depending on the studies pursued, but a Co-operative Association exists in the institution through which books can be purchased at a considerably reduced rate.

Students who are economical and who exert themselves to find employment during the school year or in vacation can, in almost every case, defray their expenses from their earnings ; statistics have been gathered from the different pupils showing that a very large number are paying their way mostly by personal work. Industry, tact and push will provide the means to carry any one through college. He who resolves to get a college education can do so in spite of every difficulty, except poor health.

Expenses.

TUITION FREE—In the College of Liberal Arts and in the Preparatory School.

The following table exhibits the charges made in the several departments.

College.

INCIDENTALS.

For the term.....\$ 7 00

OTHER CHARGES.

Matriculation fee, paid but once, for the whole course.....\$ 5 00
Tuition Free
Graduation fee..... 5 00
Commencement expenses for each candidate for graduation..... 5 00
For Master's Degree examinations and diplomas 10 00
Students in Chemistry deposit at the opening of the term, to cover cost of material used..... 5 00
Students in Laboratory course in Biology deposit..... 3 00
If balance to their credit at the end of the term, it is refunded.

Sub-Collegiate Department.

INCIDENTALS.

For the term\$ 7 00

TUITION, ETC.

Instruction Free
Matriculation fee, if College studies are taken, paid but once.....\$ 5 00

Normal Course.

Tuition, for the course, if paid in advance.....\$6 00
If paid by the term as work is taken—for whole course..... 8 00

Conservatory of Music.

Piano or Organ.

INCIDENTALS.

One lesson a week—per term.....\$ 1 75
Two lessons a week—per term 3 50
Three lessons a week—per term..... 4 50

TUITION.

Private lessons, twice a week—per term.....\$20 00
In class of two, twice a week—per term..... 15 00
In class of three, twice a week—per term..... 12 00
Private lessons twice a week by Director of Conservatory..... 22 50
All music students are taught theory without charge.

Violin, Cello, Etc.

INCIDENTALS.

One lesson per week	\$ 1 75
Two lessons per week	3 50

TUITION.

One lesson per week	\$ 9 00
One lesson, one-half hour, per week	6 00

Cornet, Guitar, Banjo, Etc.

INCIDENTALS.

One lesson per week	\$ 1 00
Two lessons per week	2 00

TUITION.

One lesson per week	\$ 6 00
Two lessons per week	12 00

Harmony.

INCIDENTALS.

One lesson per week	\$ 1 00
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TUITION.

One lesson per week	\$ 4 00
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Vocal Music.

INCIDENTALS.

One lesson per week	\$ 1 00
Two lessons per week	2 00

TUITION.

Private lessons—once a week	\$ 8 00
Class of two, each—once a week	5 00
Private lessons—thirty minutes once a week	6 00

Above rates doubled for twice a week.

Instruction in chorus class	Free
Instruction in rudiments of music	1 00

Teachers' Class.

TUITION.

One lesson per week, through term	\$ 3 00
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Orchestra and Band.

Instruction	Free
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Use of piano or organ, per hour, for term	\$ 2 00
Graduating Diploma	3 00
Commencement expenses to each candidate for graduation	3 00
When literary studies are taken in connection with music, an <i>additional</i> incidental fee is charged of	3 50

It will be seen that *class rates are cheaper than private lessons*, and until the student reaches the graduation year the instruction in many respects is as profitable as by private lessons.

For young students receiving instruction on the piano or organ in *elementary work* 25 per cent. is deducted from the foregoing rates for private lessons.

Graduating Diploma.....	\$ 3 00
Commencement expenses to each candidate for graduation.....	3 00

School of Painting.

INCIDENTALS.

Per term.....	\$ 3 50
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TUITION.

In oil painting, water color, India Ink, etc.,.....	\$20 00
Single lessons, with no incidentals.....	60
China painting and other decorative work, single lessons.....	60
If literary studies are taken, an additional incidental fee of.....	3 50
Graduating Diploma.....	3 00
Graduating expenses, to each candidate for graduation.....	3 00

Commercial Department, Business Course.

INCIDENTALS.

On regular course—per term.....	\$ 2 00
For shorthand and typewriting—per term.....	1 00

TUITION.

In general course, first term	\$20 00
In general course, second term.....	17 50
In general course, third term.....	12 50

Besides the regular courses there will be classes to accommodate those from other departments who wish to take special work, as follows :

INCIDENTALS.

Per term for each of the following studies.....	\$ 50
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TUITION.

Book-keeping, per term, five hours a week.....	\$ 6 00
Book-keeping, per term, three hours a week	5 00
Penmanship, per term, five hours a week.....	4 00
Penmanship, per term, three hours a week.....	3 00
Commercial Arithmetic, five hours a week.....	4 00
Commercial Law, three hours a week.....	4 00

Shorthand and Typewriting.

INCIDENTALS.

For the term.....	\$ 1 00
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TUITION.

Instruction, per term	\$15 00
Typewriting alone, per term.....	5 00
Supplemental to full course for those who desire to do this work.....	10 00

GRADUATION.

Students in Commercial department are charged at graduation for diploma....	\$ 3 00
Commencement expenses.....	1 00

Gymnasium—Instruction and Training.

Students taking work in the class	Free
Persons not students—in class—per term.....	\$ 5 00
Private lessons—per hour.....	1 50

General Statements.

It will be seen that *no tuition* is charged for instruction in literary studies, tuition only being required for instruction in music, painting or commercial studies.

It will also be perceived that the charges for instruction in music depend on the class to which the student belongs, and the amount of instruction received. The schedule of prices ranges all the way from \$4 to \$20 or \$30 a term. It is at the *option of the student*.

No part of incidentals or tuition in any department is refunded when student leaves before the end of the term, unless by special arrangement.

Payment of incidentals entitles the student to the use of the Gymnasium and instruction in gymnastics, use of baths, etc., without additional charge.

Schedule of Recitations in Required Work Only, for 1896-97.

The times of meeting for *Elective Classes* will be arranged as the classes are formed.

Figures refer to the days of the week : 1, Monday ; 2, Tuesday ; 3, Wednesday ; 4, Thursday ; 5, Friday.

FALL TERM.

	Philosophy.	Mathematics.	Latin.	Greek.	Modern Languages.	English.	Chemical and Phys. Sciences.	Natural Sciences.	History and Politics.
8:00		Freshman Algebra, 2, 3, 4, 5.	Livy, 2, 4, 5.	Anabasis, 2, 3, 4, 5.		Anglo-Saxon, 2, 4, 5.		Physiology, 1, 2, 3, 4, 5.	American History, 2, 3, 4.
9:00									
CHAPEL.									
9:20	Psychology, 1, 2, 3, 4, 5.	Prep. Algebra 1, 2, 3, 4, 5.	Latin Lessons 1, 2, 3, 4, 5. Cic. and Comp. 1, 2, 4.	Sophocles, 2, 4, 5.					English History, 1, 2, 3, 4, 5.
10:20		General Geometry, 2, 3, 4.	Latin Lessons 1, 2, 3, 4, 5. Vergil, 2, 3, 5.	Greek Philos. 2, 3, 5.	4th Year German, 1, 3, 4.	Ad. Eng. Gram 1, 4. Hist. Eng. Lit. 3, 5.			Ancient History, 2, 4, 5.
11:20		Plane Geometry, 1, 2, 3, 4, 5.	Caesar and Comp. 1, 2, 3, 4.		Fresh. French. 1, 3, 5.	Chaucer, 2, 3, 5.			U. S. History, 1, 2, 3, 4, 5.
1:30					1st Year German, 1, 2, 3, 4, 5.	2d. Year English, 1, 3, 5.			Medieval History, 2, 4, 5.
2:30				Greek Lessons 1, 2, 3, 4, 5.	1st Year German, 1, 2, 3, 4, 5.	4th Yr. Rhet., 1, 3, 5. 3d Yr. English 2, 4.	General Chemistry, 1, 2, 3, 4, 5.	Zoology, 1, 2, 3, 4, 5.	European History, 1, 3, 5.
3:30				Homer, 2, 3, 4.	2d. Year German, 1, 2, 4.	English Grammar, 1, 2, 3, 4, 5.			European History, 1, 3, 5.

WINTER TERM.

	Philosophy.	Mathematics.	Latin.	Greek.	Modern Languages.	English.	Chemical and Phys Sciences	Natural Sciences.	History and Politics.
8:00		Freshman Algebra 1, 2, 3, 4, 5.	Horace, 2, 4, 5.	Anabasis, 2, 3, 4, 5.		Anglo-Saxon, 2, 4, 5.	Elem. Physics 1, 2, 3, 4, 5.	Botany, 1, 3, 4.	American History, 1, 2, 4.
9:00									
CHAPEL.									
9:20		Trigonometry 2, 4, 5.	Latin Lessons 1, 2, 3, 4, 5. Cic. and Ovid, 1, 2, 4.	Lucian, 2, 4.	2d Year German, 1, 3.				English History, 3.
10:20		General Geometry, 1, 3, 4.	Latin Lessons 1, 2, 3, 4, 5. Virgil, 2, 3, 5.	Greek Orators 1, 2, 3, 4.		History English Literature, 2, 3, 5.	4th Year Chemistry, 2, 3, 4.		English Hist., 1, 4. Ancient Hist., 2, 3, 5.
11:20		Plane Geometry, 1, 2, 3, 4, 5. Prep. Algebra, 1, 2, 3, 4, 5.	Caesar and Comp., 2, 3, 4, 5.		Fresh. French, 1, 3, 4.		Soph. Physics, 2, 4, 5.		U. S. History, 2, 4, 5.
1:30					1st Year German, 1, 2, 3, 4, 5.	2d Year English, 1, 3, 5.	Qualitative Chemistry, 1, 2, 3, 4, 5.	Zoology, 1, 3, 5.	Modern Hist., 1, 3, 5.
2:30				Greek Lessons 1, 2, 3, 4, 5.	1st Year German, 1, 2, 3, 4, 5.	4th Year Rhetoric, 1, 3, 5.			European History, 1, 3, 5.
3:30				Homer, 1, 2, 4.	2d Year German, 1, 2, 4.	Ad. Rhetoric, 1, 2, 4. Eng. Gram., 1, 2, 3, 4, 5.			European History, 1, 3, 5.

SPRING TERM.

	Philosophy.	Mathematics.	Latin.	Greek.	Modern Languages.	English.	Chemical and Phys. Sciences.	Natural Sciences.	History and Politics.
8:00				Anabasis, 2, 3, 4, 5.	Soph. French. 1, 2, 4. 4th Yr. Germ'n 1, 3, 4.	Anglo-Saxon, 1, 3, 5.	Elem. Physics 1, 2, 3, 4, 5.	Botany, 1, 3, 4.	American History, 1, 2, 4.
9:00									
CHAPTER.									
9:20	Logic, 1, 2, 3, 4, 5.	Trigonometry 1, 2, 3, 4, 5.	Cæsar & Comp 1, 2, 3, 4, 5. Ovid, 1, 2, 4.				Astronomy, 2, 3, 5.		Roman Hist., 1, 2, 4, 5. English Hist., 3.
10:20		Calculus, 1, 2, 3, 4, 5.	Cæsar & Comp 1, 2, 3, 4, 5. Virgil, 2, 3, 5.	Greek Comedy 2, 3, 5.	3d Year German, 3, 5.	Hist. Eng. Lit. 2, 3, 5. 3d Yr. English 1, 2, 4.	4th Year Chemistry, 1, 3.		English Hist., 1, 4. Civil Gov't, 2, 3, 5.
11:20		Solid Geometry, 1, 2, 3, 4, 5.	Cic. and Comp. 2, 3, 4, 5.		Fresh. French 1, 2, 3, 4, 5.		Soph. Physics 1, 3, 4.		
1:30		Prep. Algebra 1, 2, 3, 4, 5.			1st Yr. Germ'n 1, 2, 3, 4, 5.	2d Yr. English 1, 3, 5.			Modern Hist., 2, 4, 5.
2:30				Greek Lessons 1, 2, 3, 4, 5.	1st Yr. Germ'n 1, 2, 3, 4, 5.	American Lit., 2, 4, 5. 4th Yr. Rhet'ic 1, 3, 5.		Zoology, 1, 3, 5.	European History, 1, 3, 5.
3:30				Homer, 1, 2, 4.	2d Yr. German 1, 2, 4.	Adv. Rhetoric, 1, 2, 4. 1st Yr. English 1, 2, 3, 4, 5.			European History, 1, 3, 5.

Methods.

The introduction of a large amount of elective work in the College of Liberal Arts has led of late years to some decided changes in our methods. The work of the earlier years is carried forward largely by means of recitations. In some of the departments the lecture system is used to a considerable extent. But there are results which cannot be well wrought out on either of these lines. The student must do much more than show that he has faithfully studied a text-book, or attentively listened to a lecture given by a professor. Many authors need to be consulted, special inquiries prosecuted, original investigations made, the head of the department guiding rather than teaching, so that the student may gain efficiency as an independent thinker, or searcher after truth. A part of this work is carried forward through a

Science Association.

This was organized a few years ago. The association is divided into several sections devoted respectively to Natural and Physical Science, to Language and Literature, to Political and Social Science, to Psychology and Normal Work, etc. The sections meet separately each week for an hour and a half for a presentation of reports on the latest books and periodicals; and for the reading and discussion of original papers. The membership consists of students (mainly from the upper classes,) members of the Faculty, resident graduates, and such other residents as may be interested and prepared for the work. This association has already proved of great value in stimulating students and teachers to keep up with the latest work being done in the

various fields of study, in providing opportunity for the fuller investigation of subjects which can be little more than touched upon in the class-room, and in giving to all practice in that thorough and independent working up of special topics which is necessary in the future work of those who enter the learned professions. The research work on which we have for some time laid stress, is carried forward mainly, though not fully, through this association.

The Greek Seminar.

The object of the Greek Seminar is to afford opportunity for specialization on the part of those who wish to make a more thorough study of the Greek language and literature than is possible in the regular classes. Special topics are assigned for investigation, articles are written in Greek, and various works are translated from the Greek. The subject of special study this year has been Euripides.

Greek Prize.

A friend of the College offered last year a prize for excellence in Greek. The prize examination was upon the work of the second and third year classes. The prize was awarded to Miss Mabel L. Shackley, of Hartford, Conn. Prof. J. H. Gillespie, of Hope College, acted as judge. Two prizes will be given this year, one for excellence in Biblical Greek, the other for excellence in the third year Greek.

Gymnastic Training.

A Gymnasium for the use of the students was completed in 1892. A description of the building appears elsewhere. It is heated with steam, lighted with electricity, and supplied with all modern appliances.

The gymnastic training and work of the young men is under the direction of two of the professors who have given much attention to the methods that should be employed. Associated with them are committees on whom is devolved considerable direct and practical responsibility. The work is systematized both as to time and character of exercises engaged in. The object of the Gymnasium is to supply the means of physical culture and to preserve the health of the student while in college, so that more mental work can be done during his stay in the institution. It is believed that gymnastic training can be so wisely prosecuted that the strength of the physical manhood may grow with as much certainty and regularity as the intellect develops under systematic and vigorous study. Every person leading a sedentary life—whose occupation does not call for bodily activity—will find great value in such exercises as are practiced in a well-ordered gymnasium.

It is well known that the terms gymnastics and athletics are not synonymous. The latter is often carried to an extreme that is decidedly harmful. We fully endorse the action of the college section of the Michigan State Teachers' Association, (a) "That an earnest effort be made by all friends of athletics to improve the moral tone of athletic contests. (b) That we urge that the rules of foot ball be so modified as to guard against brutality and to minimise

the danger." We are sure that out-door sports can be so conducted as to promote health and avoid immoral tendencies while they contribute to college spirit.

The objections sometimes urged against what is popularly called athletics are not incident to a well-ordered gymnasium. The purpose here is to secure physical culture on the part of the entire company of students, strengthening the bodily forces of such as are in health, and correcting deformities and physical weakness of others. Gladstone affirms that the most essential need of the age is the cultivation of the body. During college days, while the mind and nervous system are being taxed, the physical being should receive constant care, both to meet the strain incident to earnest college life and to fit for the labors of coming years.

Much attention is given in the college to physical culture among young women. The results have been very gratifying. Here, as elsewhere, most satisfactory results have followed the faithful practice of prescribed exercises in cases of lateral curvature of the spine, round shoulders, narrow chests, weak lungs, and many other defects and infirmities.

The work among the young ladies is under the direction of a very competent lady who gives her whole time to the duties of her position. Regular class work is given three days in the week. Swedish Educational Gymnastics extend throughout the first year. Apparatus is added after the first term. Special developing exercises are prescribed as are also exercises for individual bodily deformity.

The second year Delsarte Physical Culture is taken up with primary instruction in Delsarte Philosophy. Careful voice training constitutes a part of the daily instruction through the entire course. Strength and clearness with sweetness of tone are the qualities sought.

General Statements.

Closing Examinations.

1. All students must be present at examinations and the closing recitations of the term, or no credit will be given for the work pursued.

2. Students absenting themselves from the closing or examination work will not, unless such absence was caused by sickness or other unavoidable conditions, be allowed to take the omitted examinations until they occur in regular order with the next class.

3. All conditions must be removed within a year from the date of the examination, or else the student will be marked, "Not Passed," thus requiring that the work be taken over again in class.

4. Work marked incomplete must be completed within a year if credit is to be allowed.

5. No credit will be granted students for work on which they are marked Not Passed, until they have satisfactorily pursued the same again in some regular class.

Attendance.

1. Persons coming to Albion for the purpose of entering any department of the college are subject to its government from the time of their arrival; and whenever a student has entered college he is under its jurisdiction until his connection is formally closed by graduation or otherwise.

2. Students who are not in their places at the opening of the term, if minors, must present written excuses from their parents or guardians for their delay; and if not minors must give a satisfactory excuse for such delay.

3. Uninterrupted attendance upon college duties

during term time is required. Under ordinary circumstances visiting home or friends is discouraged.

4. No student is permitted to leave town without the President's permission.

5. All delinquencies, such as tardiness, deficiency, offenses against good order in the recitation rooms, are dealt with by the professors of the departments. Flagrant cases are reported to the President or Faculty.

6. Students who at the close of the term do not expect or desire to remain the following term *must apply for leave of absence or honorable dismissal* from the institution. Unless dismissed or excused they are subject to the regulations and government of the college. *Unexcused absence works forfeiture of privileges* heretofore gained by enrollment or matriculation.

Rules and Regulations.

We do not print a code of rules in the Year Book. This publication is for the purpose of information on the educational aims, appliances and methods of the institution. Indeed the great body of college law must be unwritten. It need not and can not be put on the printed page. As to the prohibition of the different forms of vice, there need be no formal statement, as no reputable college would allow known immorality.

The institution expects manliness on the part of the young men, and refined, lady like deportment on the part of the young women. While the special aim of each student is the acquisition of scholarship and the fullest culture of the mental powers, that education is incomplete in which character receives less attention than the intellectual faculties. But with high moral aims there should be that which is becoming and refined in social life. The relations of the young men and young women are ex-

pected to be elevating, and no condition affords better opportunity for the exercise of social amenities than the daily commingling of young people in the midst of an atmosphere of learning and progressive scholarship. Students upon entering the institution soon come to understand what is the real standard of moral and social life, and the principles to be observed and cherished in order to secure the largest measure of good. Irregularities which betoken a coarse nature work a forfeiture of college privileges. The Faculty may terminate the connection of any student with the institution whenever it is apparent that his presence is prejudicial to good order and the pursuit of scholarship. Indeed, noble character—including the mental and moral—should be the chief aim of college life. There are certain prudential requirements relating to rooming, boarding, hours of study, etc., which all students come readily to understand.

Chapel Service.

On each school day at 9 a. m. religious services are held in the College Chapel which all students are required to attend. Disregard of this regulation works forfeiture of membership in the institution. Aside from the benefits to be derived from these devotional services the students have an opportunity each day to meet the President and Faculty for guidance in their work. The unity of movement and the largest efficiency in the prosecution of their studies can not be secured without the daily convening of all the students.

Church Attendance.

On Sunday morning students are required to attend public worship at such church as they or their parents or

guardians may select, and each student is expected to be uniform in his attendance at the church of his choice. Attendance upon the following is optional: On Thursday evening is held the general weekly prayer meeting, which, though a voluntary service, is attended by a majority of the students.

Societies.

No literary or other society can exist in connection with the institution unless by permission granted after the Constitution and By-Laws of the same shall have been submitted to the Faculty for examination, and shall have received their approval. Whenever the workings of any society shall be deemed prejudicial to the interests of the institution, such society will be dissolved.

The times and places of the meetings of the societies will be subject to regulation by the Faculty; and all meetings, whether of regular societies or of any other body of students, shall be open for the attendance of any member of the Faculty or of the Board of Trustees.

No society in the college may invite any lecturer to address them in public until the name of the proposed lecturer shall have been laid before the President, and he shall have given permission to extend the invitation.

There are two literary societies connected with the college, the Erosophian Society and the Eclectic and Atheniædes Society. These organizations are expected to do work up to the grade of college culture—essays, orations, debates, literary criticism, etc. All the students in the Preparatory school have weekly rhetorical work, either in classes or special associations organized for the same.

There is among the young women a literary organization called the Ladies' Library Association, which carries

forward its work by the employment of eminent lecturers, the profits accruing being devoted to the purchase of books for the library.

There is an association which publishes a paper issued once a week.

The literary societies have fitted up elegant apartments in which to hold their weekly meetings.

Associations for the Study of the Bible and for Doing Religious Work.

There are three distinct organizations of this class in the college. No institution of learning can meet all the proper demands of the age in the sphere which it occupies without taking up some definite lines of religious effort. And surely in connection with general provisions for mental culture and educational improvement, in the midst of a Christian civilization, that which has shown itself to be the inspiration of thought and the most potent agency of progress, namely the Bible, should receive very special attention. In college the Book of books should not be neglected.

Y. M. C. A.

The Young Men's Christian Association was organized several years ago and is having a vigorous life. It offers a splendid opportunity for all young men in the college to secure Christian growth and to do personal religious work.

As an organization it expends its energies along several lines, two of the most important being those of Bible Study and Missions. For the year 1895-6 there were seven courses of Bible study offered, each of which was under the charge of a competent student leader. About seventy-five young men of the college availed themselves of the oppor-

tunity for studying the Word of God offered by these classes, and as a result not only has a better knowledge of the Bible been secured but a deeper spirituality is apparent in the student body. The association endeavors to send each year two or three men to the Lake Geneva Summer School for special training in the various departments of Christian work.

Interest in Christian Missions is advanced by practical methods. The young men of the college support a student in the Theological School in Tokio, Japan.

A large class has been organized for the study of missionary problems. This class will study in the Fall term of 1896 the biographies of some of the most noted missionaries. The student volunteer band is composed of students who have expressed a willingness to enter the foreign field. This year the band has had fourteen members.

Besides the special department work the association holds devotional services Sunday afternoons at the association rooms.

Y. W. C. A.

The Young Women's Christian Association is one of the prominent agencies of Christian work in Albion College. The membership for the year 1895-6 has exceeded 80. Meetings (gospel) are held each Sunday afternoon, which are very helpful and interesting, and once a month a union missionary meeting is held with the Y. M. C. A. Perhaps one of the most important departments is that of Bible study, and the results are surely most gratifying. There are six classes taking up Psalms, Gospel of John, Acts and Personal Work, and all are under the leadership of those who have received training at Lake Geneva or Northfield. The coming year there will be at least nine classes organized, open to all young women.

The Social department is by no means one of the least important in the work. New students are always greeted by a committee and assisted in any way necessary. Receptions are held at the opening of each term. The association aims to be *inter-denominational* and to make a Christian home for every young woman who enters our college.

Epworth League.

The Epworth Leagues throughout the state have rendered the college very valuable service. In many towns they annually observe Albion College Day with appropriate services. They have contributed funds towards the endowment of the Chair of the English Bible. They have practically adopted the college as their own special institution of learning by enrolling, in large numbers, as students in the same. The college is therefore eminently an Epworth League School. It has therefore seemed a fitting thing to do to organize in the institution a College Epworth League. We believe this is the only literary institution in the country in which a purely college league has been organized.

The school thus shows that it very cordially welcomes to the college Epworth Leaguers from this and other states, and through this organization will do all it is possible to do to create here a home feeling and aid them in gaining the largest measure of good as students in the institution. The league invites attention to a few facts and matters of interest. Secretaries of home leagues and pastors of churches are earnestly requested to see that all members of young people's Christian societies bring letters of membership on entering the college. This will entitle the holder to membership and all the privileges of acquaintance and work.

If any league desires a speaker at any time from the student body for College Day exercises, one will be furnished on application to the president or secretary of the college chapter with no expense except that of travel.

Many members of the college chapter have paid their own way in school.

Information as to how a young person can get through college will be sent free on application to the secretary of this league.

The regular work of the college league necessitates only a slight modification of the methods in other chapters, therefore trained leaguers are being graduated every year. The regular devotional meetings are held at half past two every Sunday afternoon. The league Bible classes meet at some hour convenient for the particular class, but usually

at 9 o'clock on Sunday morning. These are directed by skilled teachers who have modern methods and appliances.

The Epworth League lecture course this year consisted of twelve numbers and was furnished for the small sum of twenty-five cents.

There is a project now under consideration to erect an Epworth League building somewhere upon the college grounds. This will not only be arranged for devotional meetings, but will also be used for the monthly business meetings, which are social gatherings and are enjoyed by the members.

Co-operative Association.

One of the great items of expense to a college student is books. He must read much and read thoroughly. In order to do this well he must not depend upon borrowed books, but must have books of his own to which he may refer frequently.

The Albion College Co-operative Association was organized December, 1893, for the purpose of furnishing text books and all other books to the students, Faculty and alumni at reduced rates.

From the first the association has had phenomenal success. It has reduced the price of books from 10 to 40 per cent.; and at the same time has been put upon a firm paying basis, as it has the hearty support of the student body. During the short time it has been doing business it has sold nearly \$10,000 worth of books, all of which have been sold directly to students and members of the Faculty.

There is a growing tendency on the part of the students to form libraries of standard books, and thus their work in the class room is greatly facilitated. Any book may be procured through the association whether it is kept in stock or not.

We have at present 244 members. Upon the payment of a fee of one dollar any student or former student is entitled to a life membership, with all the privileges attaching thereunto together with an additional discount upon all books purchased.

Candidates for Graduation.

Degree of A. B.

Beal, Alice Sophronia	Maywood, A. Ames
Boys, Samuel Evan	McDonald, James Davis
Clemo, Thomas Watkins	Riddick, Florence Alice
Eddy, Harriet Gertrude	Roberts, Albert J.
Glenn, Carrie Bruce	Seeley, McKendree Thomas
Hopkins, B. Smith	Simmons, Arthur Wesley
Hoyt, Charles O.	Smith, Gerard T.
Johnson, William Artemas	Tamama, Thomas Iowas
Mays, Harriet Belle	Taylor, Ralph Wendell
Walker, John Frank	

Degree of Ph. B.

Aldrich, Charlotte Zulima	Kendrick, William F.
Allen, Maude	Kobayashi, Masashi
Armstrong, Grace Edouina	Leeson, Henry Addis
Burnham, Ernest	Parmater, Vieve S.
Colvin, Hiram C.	Perine, LeRoy Edwin
Cooper, Adrian Frank	Shipp, Frank J.
Durfee, Emile Edith	Stimson, Glenn Cove
Fast, Zulu Eloise	Stokoe, Fred Oviatt
Field, S. Pearl	Vunk, Cora May
Goodyear, DeMont	White, Leland M.

Degree of B. S.

Ball, Rosa
Cushman, Harry DePew
Field, James Benjamin
Ludlow, Stephen Hurd

Degree of B. L.

Dean, George Emory
Hallenbeck, Maud
McPherson, Belle Stuart
Phelps, Mary
Rowe, Mabel Agnes

Degree of A. M.

Gifford, M. W.
Lee, David R.

Degree of Ph. M.

Ellett, Oren D.

Degree of M. S.

Hull, Warren C.

Conservatory of Music—Diploma.

Piano.

Aumond, Glen Albert	McMaster, Lucie
Bryant, Blanche Millard	Miner, Marian Percival
Cole, Margaret L.	Parker, Josephine Lessey
Columbus, William Seager	Thomas, Bertha Amelia
Lane, S. Louise	Thompson, Wilhelmine
McEwing, Kathyrine	Welch, Winifred E.

Voice.

Fellows, Mrs. Earl
Gillett, Estella Laura

Commercial School.

General Course.

Allen, Walter Burr	Lanphere, George Norris
Aiken, Charles Howard	Manchester, Charles
Birch, Oscar Charles	McCormick, Erwin D.
Church, George McCormick	Smith, Belle Merrill
Dean, George Emory	Selway, Richard Arthur
Farley, Minard Emery	Swanton, Otto
Foster, Clara Louise	Stanard, Marcus Cash.
Lockwood, Charles H.	Shipp, Frank J.
White, Leland M.	

Shorthand Course.

Ackley, Grace Mae	Martin, Will Cumback
Aiken, Charles Howard	Prosser, Loa Gertrude
Brown, John Wesley	Stokes, Vertie Belle
Lanphere, George Norris	Van Fleet, Edwin Alton

Completed the Normal Course for State Teachers' Certificate.

Allen, Maude	Mays, Harriet Belle
Armstrong, Grace Edouina	McPherson, Belle Stuart
Ball, Rosa	Parmater, Vieve S.
Cooper, Adrian Frank	Phelps, Mary
Durfee, Emile Edith	Smith, Gerard T.
Eddy, Harriet Gertrude	Stokoe, Fred Oviatt
Field, James Benjamin	Taylor, Ralph Wendell
Field, S. Pearl	Vunk, Cora May
Walker, John Frank	

Students in College of Liberal Arts.

Doing Special Work.

Jacobs, Charles Sherman, A. B., A. M.,.....Albion

Graduates Studying in Residence for Master's Degree.

Elder, Fannie,.....Kalamazoo

Fiske, Clarence Adelbert..... Chicago

Hull, Warren Charles..... Albion

Mays, Vernon G.....Albion

Simmons, Edna M.....Marshall

Students Studying in Absentia for Master's Degree.

Anderson, Esther Kulp.....Grand Rapids

Buck, William B.....Kalamazoo

Cannon, Mabel Janet.....Deerfield

Ellett, Oren D.....Madrid, Iowa

Garfield, Mary Harwood.....St. Joseph

Gifford, Myron W.....Howell

Hipp, Henry G.....Nashville, Tenn.

Klopsch, Emil G.....Michigan City, Ind.

Lee, David Russell.....	Thompsonville
Loomis, George Will.....	St. Joseph
Mattice, Asa E.....	Spring Arbor
Pierce, Dollie G.....	Fenton
Welch, Mary D.....	Mishawaka, Ind.
Weyant, Fred N.....	Tigris
Williams, Arthur S.....	Three Oaks
Wier, John.....	Tokio, Japan

Seniors.

Name.	Course.	Residence.
Aldrich, Charlotte Zulima..	L. Sc....	Holt
Allen, Maude.....	L. Sc....	Albion
Armstrong, Grace Edouina..	L. Sc....	Union City
Ball, Rosa.....	Sc.....	Albion
Beal, Alice Sophronia.....	Cl	Northville
Boys, Samuel Evan.....	Cl.....	Ottawa, Kas.
Burnham, Ernest.....	L. Sc....	Climax
Clemo, Thomas Watkins...Cl		Ishpeming
Colvin, Hiram C.....	G. Sc....	Albion
Cooper, Adrian Frank.....	L. Sc....	Albion
Cushman, Harry DePew....	Sc.....	Three Rivers
Dean, Geo. Emory.....	L.....	Albion
Durfee, Emile Edith.....	L. Sc....	Plymouth
Eddy, Harriet Gertrude....	Cl	Adrian
Fast, Zulu Eloise..	L. Sc....	Mendon
Field, James Benjamin.....	Sc	Albion
Field, S. Pearl.....	L. Sc....	Albion
Glenn, Carrie Bruce.....	Cl	Butte, Mont.
Goodyear, DeMont	G. Sc....	Swartz Creek
Hallenbeck, Maud.....	L.....	Charlevoix
Hopkins, B. Smith.....	Cl.....	Owosso
Hoyt, Chas. O.....	Cl... ..	Lansing

Johnson, Wm. Artemas....Cl Mancelona
 Kendrick, Wm. F.....L. Sc.....Albion
 Kobayashi, Masashi.....L. Sc.....Tokio, Japan
 Leeson, Henry Addis.....L. Sc.....Manchester
 Ludlow, Stephen Hurd.....Sc Parma
 Mays, Harriet Belle.....Cl Albion
 Maywood, A. Ames.....Cl.....Fowlerville .
 McDonald, James Davis....Cl Pickford
 McPherson, Belle Stuart...L.....Marengo
 Parmater, Vieve S.....L. Sc.....Gaylord
 Perine, LeRoy Edwin.....L. Sc.....Albion
 Phelps, Mary.....L.....Pontiac
 Riddick, Florence Alice....Cl.....Fowlerville
 Roberts, Albert J.....Cl.....Central Mine
 Rowe, Mabel Agnes.....L.....Mason
 Seeley, McKendree Thomas.Cl.....Ann Arbor
 Shipp, Frank J.....L. Sc.....Marshall
 Simmons, Arthur Wesley...Cl.....Duplain
 Smith, Gerard T.....Cl Ludington
 Start, Harry Archie.....L.....Riverton
 Stimson, Glenn Cove.....L. Sc.....Albion
 Stokoe, Fred Oviatt.....L. Sc.....Middleville
 Tamama, Thos. Iowas....Cl.....Nagasaki, Japan
 Taylor, Ralph Wendell....Cl.....Albion
 Vunk, Cora May.....L. Sc.....Portland
 Walker, John Franklin....Cl.....Parshallville
 White, Leland M.....L. Sc.....Lacota

Juniors.

Name.	Course.	Residence.
Alger, Lewis Burton.....	L. Sc.....	St. Joseph
Boss, Harriet Elizabeth....	G. Sc.....	Caro
Brooks, Alton Matthew....	Cl.....	Geneva, Pa.
Buck, Fritz Julius.....	Cl.....	Spokane, Wash.
Burnett, Walter Everett....	Sc.....	Tecumseh
Clark, Mial V.....	Sc.....	Williamston
Collins, Mabel Rebekah....	L. Sc.....	Albion
Corbin, Ernest.....	Cl.....	Williams
Davis, Helen Alicia.....	Cl.....	Lansing
Deane, Susan E.....	L. Sc.....	Parma
Dunning, Phena Maude....	Cl.....	Albion
Dunster, Frank E.....	Cl.....	Bad Axe
Elder, Mary.....	L. Sc.....	Kalamazoo
Gibson, Wm. A.....	L.....	Raisinville
Gulick, Claire Wilfred....	Sc.....	Albion
Hanson, Willis E.....	L. Sc.....	Jackson
Harrow, Herbert Stephen		
Lyons.....	Sc.....	Algonac
Horton, Robert Elmer.....	Sc.....	Albion
Hungerford, Hattie E.....	Cl.....	Albion
Kelley, Wm. Alexander....	L.....	Albion
Kirk, June E.....	L.....	Albion
Kirtland, Richmond Henry	Sc.....	Howell
Leighton, Pearl Marie....	L.....	Otsego
Lovejoy, Hattie Adele....	L.....	Albion
Marsh, S. Belle.....	L. Sc.....	Morley
McMaster, Lucie.....	L.....	Ludington
Meador, Robt. Eugene....	G. Sc.....	Otsego
Niles, Mary Irene.....	L.....	Albion
Osborn, Frank I.....	Cl.....	Sheridan
Ott, Anna Gertrude.....	L.....	Albion

Paine, Louis Henry.....	L. Sc.....	Steubenville, Ohio
Pearce, Harvey Glenn.....	Sc.	Munith
Seaman, Dana Amariah....	Sc.	Bailey
Shackley, Mabel.....	Cl.....	Hartford, Conn.
Silverthorn, Bertie		
Augustus Berkley....	Cl.	Greenville
Simmons, John U.....	Cl.....	Roseburg
Smith, Robt. Campbell		
Parsons.....	L. Sc.....	Ontario, Cal.
Spencer, Dean Swift.....	L. Sc.....	Spring Arbor
Suydam, Lee Abraham		
Washington	L. Sc.....	Mattawan
Tullar, Edgar C.....	Cl.....	Waterbury, Conn.
Vincent, Maude Marian....	Cl.....	Three Oaks
Woods, Josephine.....	L. Sc.....	West Branch

Sophomores.

Name.	Course.	Residence.
Allen, Alta Mae.....	Cl.	Albion
Allen, Fred A.....	L. Sc.....	Albion
Bacon, Charles Fred.....	L. Sc.....	Albion
Banks, Walter Grant.....	Cl.	Albion
Bartrem, Anna Jane.....	Cl.....	Owosso
Bradley, Franklin Folkerts.	L. Sc.....	Grass Lake
Bruce, Bessie Wood.....	Cl.	Albion
Campbell, Margaret Anna..	L. Sc.....	Cass City
Cannon, Claude George....	Sc.	Vicksburg
Caster, Florence Estella....	L. Sc. ...	Milford
Clark, Belle Aurill.....	L.....	Williston, Vermont
Conway, Wickliffe		
Melbourne	L. Sc.....	Albion
Cope, Herbert Leon.....	Cl.	Grayling
Dean, John Godfrey.....	L. Sc.....	Parma

DeCamp, Lester Otis.....L. Sc.....Leslie
 Dickie, Ada.....L.....Albion
 Folks, Ralph.....Sc. Hanover
 Garlick, Leda Mae.....L.....Albion
 Healy, Walter.....Cl. Argentine
 Howe, Harry Lee.....L. Camden
 Janes, Frank C.....L. Sc....Middleville
 Jordan, Grace Darling.....Sc. Albion
 Joy, Alice Clarissa.....L. Sc....Springport
 Kendrick, Winfield Scott...Sc. Albion
 Lee, Amy Bernice.....L.....Grand Ledge
 Ludlow, Ruth Alberta....Cl. Albion
 Maywood, Chas. Gay.....L. Sc....Albion
 McCormick, Peter F.....Cl.....Mt. Pleasant
 McCune, William George...Cl.....Petoskey
 McVittie, Agnes.....L. Sc....Detroit
 Merrill, L. Adella.....L. Sc....Clarksville
 Miner, Frank Newton....Cl.....Portland
 Niles, Will A.....Sc. Albion
 Nye, Fannie Almira.....Cl.....Galesburg
 Perine, Fred Agens.....L. Sc....Albion
 Potter, Bertha Louise.....L.....Ovid
 Pratt, Mary Belle.....L. Sc....Albion
 Roudenbush, Frank.....L. Sc....Albion
 Scofield, Elva Mae.....L. Sc....Leslie
 Severance, Morris Ripley...G. Sc....Fenton
 Steele, Edgar Alfred.....Sc. Albion
 Steward, Olin Elmer.....L. Sc....Santa Anna, Cal.
 Thoms, Harry Westlake....L.....Three Rivers
 Tuthill, Cap'n B. C.....Sc. Bellevue
 Tuttle, Frances Margaret..Cl.....Albion
 Weaver, Chas. Sherman....L. Sc....Watrousville
 Whitney, Herbert Clarence.Cl.....Mayville
 Woodworth, Leo Day.....Cl.....Albion

Freshmen.

Name.	Course.	Residence.
Adams, Nellie Maud.....	L.....	Bellevue
Agnew, May Davidson.....	L. Sc.....	Chesaning
Bartrem, Fannie.....	Cl.....	Owosso
Baum, Lina Belle.....	L. Sc.....	Albion
Billinghurst, Ida E.....	L.....	Muskegon
Bissell, Wilbur C.....	L. Sc.....	Richland
Bowers, Rena Jane.....	Sc.	Butler
Boys, Charles Edward.....	Sc.....	Ottawa, Kas.
Calahan, Bert Charles.....	L.....	Albion
Calkin, Ralph A.....	Sc.	Montague
Campbell, Colvin Percy....	L.....	Albion
Cattelle, Chas. J.....	Sc.	Mendon
Clancy, Mary Adelaide.....	Sc.	Albion
Cole, Bessie Isabella.....	L. Sc.....	Albion
Columbus, Jennie Freund..	L. Sc.....	L'Anse
Columbus, Libbie Harris...	L.....	L'Anse
Densmore, Helen.....	L. Sc.....	Owosso
Dickie, Clarissa B.....	L.....	Albion
Dupree, Arthur.....	Sc.	Zeeland
Fairbank, Roy W.....	Sc.	Litchfield
Fall, Frank Andrews.....	L. Sc.....	Albion
Fleming, Guy B.....	Cl.....	Dowagiac
Ford, Lenna Belle.....	Sc.	Albion
Foy, John Wesley.....	Cl.....	Eden
Frost, Harriet Belle.....	Cl.....	Albion
Godfrey, Ina Arabella.....	Cl.	Colon
Gosling, Alfred Tyler.....	Cl.	Decatur
Hagadorn, Grace Rowe....	L.....	Lansing
Hammond, Allen Odell....	Cl.	Flushing
Hawks, Earl Bedford.....	Cl.	Dowagiac
Hungerford, Perry R.....	L. Sc.....	Albion

Hurry, Clarence Barzillai...Sc. Tecumseh
 Ives, Winifred.....L. Sc.....Mason
 Kerridge, Ermenilda
 Margaret L.....Owosso
 Lyons, E. Parke.....Cl. Pontiac
 Malam, Hattie.....Cl. Rockford
 Marshall, Grace L.....L.....Lansing
 Martin, Will Cumback....L. Sc....Plymouth, Ind.
 McAndrews, Lewis Gordon.G. Sc....Albion
 McKinley, Matie Beaton...L. Sc....Clare
 McLeod, William Norman..Cl.....Shelby
 Meech, Edwin R.....Cl. Leslie
 Merson, Francis.....L. Sc....South Haven
 Moon, Faye Arnold.....Cl. South Lyon
 Moyer, Owen.....L. Sc....Buffalo, N. Y.
 Mudge, Edyth Mabelle....L. Sc....Chesaning
 Mullen, Matthew, Jr.....Cl.....Fremont
 Murdock, Ella Fay.....L.....Albion
 Narrin, John.....Sc Ortonville
 Nichols, Geo. Washington..L. Sc....Galesburg
 Oberschmidt, August Henry,L. Sc....Manchester
 Ohle, Ernest Linwood.....Sc. Petoskey
 Parsons, Mabel.....Sc. Shelby
 Peck, Claude Francis.....Cl. Shelby
 Putnam, Harriett Pearl....L.....Saginaw, W. S.
 Raub, Katherine Elizabeth.L. Sc....Albion
 Reeder, Mary Louise.....Cl. Lake City
 Rhodes, George Jay.....L. Sc....Albion
 Ripley, Montague Wolsey..Sc. Montague
 Robinson, Joseph Wright..Cl. Mason
 Rodgers, Olive Rustine ...L. Sc....Albion
 Rowley, Mary Luther.....Cl. Shelby
 Rozek, Pauline.....Cl.....Lansing
 Saxton, Lois E.....L. Sc....Litchfield

Selway, Blanche.....	L.....	Dillon, Mont.
Smith, Florence Mae.....	L. Sc.....	Albion
Staples, Earle H... ..	Sc.	Whitehall
Striker, Rebekah.....	L. Sc.....	Hastings
Temple, Alice Josephine...L. Sc.....		Tecumseh
Thompson, Wilhelmine....L.....		Saginaw, W. S.
Tuthill, Mary Ellen.....	L. Sc.....	Bellevue
Welch, Anna Katheryne...L.....		Schoolcraft
Weldy, Lottie Elnora.....	L. Sc.....	Coldwater
Wheeler, Etta Viola.....	Sc.	Shelby
White, Jas. Orm.....	Cl.....	West Bay City
White, Schuyler.....	Sc.....	Middleville
Williams, Blanche.....	L. Sc.....	Edwardsburg
Yaple, Carl.....	L.....	Mendon
Young, Archie Lee.....	Sc.	Albion

Unclassified—University Plan.

Brown, Robert Emmet.....	Grand Ledge
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Sub-Collegiate Students Pursuing Language Courses.

Alger, George Lavorious.....	Birch Run
Andrews, Ella M.....	Albion
Avann, George Hiram.....	Albion
Barnum, Chester Arthur.....	Bailey
Beal, Harold Mark.....	Albion
Berridge, Ralph G.....	Orion
Bird, Ray Harper.....	Dansville
Blake, Roy Winiford.....	Shelby
Boonstra, Dirk Frank.....	Zeeland
Breckenridge, Georgia Beatrice.....	Cleveland, O

Brown, Mary Eudora.....	Springport
Brown, Ruth Mignon.....	Springport
Byington, Harvey Marr	Hickory Corners
Calvert, Frank John.....	Albion
Chapman, Ernest L.....	Fowlerville
Clancy, Bennett Allison	Albion
Clark, William Ephram Burdick.....	Richmond
Clemo, Ernest Walter.....	Ishpeming
Coffin, Chas. Albert.....	Deerfield
Coffin, Minnie.....	Albion
Cooper, Bessie Marie.....	Gaylord
Cooper, Sadie B.....	Lansing
Cottrell, Frank Marion.....	Jackson
Culver, Allen M.....	Albion
Cushman, Jessie Marie.....	Three Rivers
Danby, E. Thomas.....	Owosso
Dickey, Claude Rogers.....	Albion
Dixon, Maggie H.....	Albion
Dixon, Zoa.....	Albion
Fuller, Fred Eugene.....	Springport
Gardner, Wright Austin.....	Tyrone
Gill, Wm. Gibson.....	Pauri Gurhwal, India
Grierson, Annie M.....	Hartford, Conn.
Gums, John Fred.....	Montague
Haidle, Chas. John.....	Deerfield
Halladay, Alice Elizabeth.....	Clinton
Halleck, Maud.....	Albion
Hamblen, Neil.....	Detroit
Hamilton, Mina C.....	East Tawas
Hicks, Alma G.....	Springport
Hill, Clark.....	Clio
Horton, George Irving.....	Morrice
Ingalsbe, Orson.....	Sodus
Jacobs, Carlton Lea.....	Albion

Jacob, Henry Francis.....	Watrousville
Johnson, Hulbert Hatch.....	Detroit
Joy, Mabel Augusta.....	Springport
Keinath, John George.....	Deerfield
Martin, John J.....	Albion
Martin, Thos. Henry.....	Albion
Maynard, Matie E.....	Marshall
McClintock, Arthur Elias.....	Saginaw, E. S.
McCutcheon, Alpheus Clayton	Dollarville
McKenzie, Chas. Francis.....	Banfield
McLean, Norman Eugene.....	Flint
McOmber, Graham Oertel.....	Berrien Springs
Miller, Marion.....	Albion
Morgan, Inez M.....	Battle Creek
Morse, Nellie Elizabeth.....	Dillon, Mont.
Mount, Fairy Winnifred.....	Albion
Narrin, Will.....	Ortonville
Nauman, Arthur L.....	West Branch
Newton, Arthur George.....	Albion
O'Hara, May.....	Albion
Page, Lotta.....	Lansing
Palmer, Julia Wright.....	Hartland
Palmer, Mabel Grace.....	Albion
Parker, Frank Lindley.....	Clinton
Parker, Truman Theodore.....	Lawrence
Peck, Cecil Clay.....	Albion
Penzotti, Cecilia	Peru, S. A.
Polglase, Wm. John.....	Allonez
Proctor, Ralph Bartlett.....	Fairdale, Ill.
Reid, Frank T.....	Wilderville
Reid, Jno. Morrison.....	Grand Rapids
Reynolds, Hardie Levi.....	Fennville
Robinson, Chas. Hermans.....	Lansing
Roether, Henry E.....	Albion

Ryon, Ethel Adell.....	Hanover
Sanderson, Geo. J. A.....	Kawkawlin
Sheehan, W. E.....	Barkers, N. Y.
Sheldon, Wm. Edgar.....	Albion
Smith, Wm. Marshall.....	Gregory
Snyder, Geo. Nelson.....	Grand Rapids
Stewart, Mary Catherine.....	Albion
Tanner, Thos. DeWitt.....	Nashville
Taylor, Edmond Seymore.....	Pickford
Taylor, Hartley Wright.....	Albion
Thomas, Ray Alanson.....	Pontiac
Truesdell, Chas. B.....	Canton
Tucker, Jessie Mary.....	Albion
Walker, Quinton.....	Albion
Welden, Geo. W.....	Mosherville
Wheaton, Horace George.....	Albion
Woodworth, Ora Verona.....	Albion
Youngson, Rena D.....	Meadville, Pa.
Zimmerman, Merrill Jerome.....	Eckford

***Sub-Collegiate Students Not Pursuing
Language Courses.***

Aldrich, Thos. Boulger.....	Pickford
Blandford, Anna.....	Grand Rapids
Bradley, Bertha Marie.....	Albion
Burkam, Cassius Clay, Jr.....	Benton Harbor
Burkam, Ferdinand Russell.....	Benton Harbor
Cole, Otis Robert.....	Lansing
Cooper, Edwin H.....	Detroit
Custer, Elizabeth.....	Pana
Davison, Maud L.....	Albion

Dean, Walter E..	Albion
Dodd, Chas. Henry	Blossburg, N. M.
Dohm, John Perry	Amboy
Drake, Wilkie Mortimer	Armada
Eaton, Mrs. Carrie Louise	Clare
Ervay, Calvin Ernest	Marshall
Finch, Edmund Roy	Albion
Fulmer, Della Higbee	Du Bois, Pa.
Gill, Jas. Robert	Pauri, India
Gillett, Hattie A.	Lansing
Howe, Gertrude	Parma
Moore, Mrs. Sadie L.	Albion
Morse, Stella Evelyn	Dillon, Mont.
Pitts, Dora	Colon
Prosser, Loa Gertrude	Brighton
Westman, Fred Allen	Linden
Youngson, Will Clyde	Meadville, Pa.

Conservatory of Music.

Piano.

POST GRADUATES.

Clark, N. Irene	Albion
Dickie, Clarissa B.	Albion
Emmons, Bertha	Albion
Gale, Mrs. Elliott C.	Albion
Groff, Nellie F.	Albion
Kiefer, Myrtie E.	Homer
Potter, Bertha Louise.	Ovid
Robertson, Mrs. Wilbur	Albion
Stoepel, Mrs. Jessie V. C.	Albion

UNDERGRADUATES.

GRADE VII.

Aumond, Glenn Albert.....	Detroit
Bryant, Blanche Millard.....	Jackson
Cole, Margaret L.....	Albion
Columbus, William Seager.....	L'Anse
Lane, S. Louise.....	Homer
McEwing, Kathyrine.....	South Haven
McMaster, Lucie.....	Ludington
Miner, Marian Percival.....	Jackson
Parker, Josephine Lessey.....	De Pere, Wis.
Thomas, Bertha Amelia.....	Sturgis
Thompson, Wilhelmine.	Saginaw, W. S.
Welch, Winifred E.....	Homer

GRADE VI.

Aldrich, Lillian.....	Homer
Allen, Alta Mae.....	Albion
Andrews, Ella M.....	Albion
Barber, Mrs. C. L.....	Albion
Carr, Maud S.....	Tekonsha
Clark, Lulu.....	Mayville
Garlick, Leda M.....	Albion
Hallenbeck, Maud.....	Charlevoix
Hamley, Florine.....	Fennville
Loud, Genevieve.....	Albion
Martin, Meda Madonna.....	Richland
Matson, Mabel.....	Pleasant Lake, Ind.
Phillips, Beulah.....	Jackson
Purdy, Thirza Nellie.....	Fowlerville
Rockafellow, Lulu.....	Carson City
Woodworth, Ora Verona.....	Albion

GRADE V.

Bender, Abba R.....Albion
 Bowles, Eva Albion
 Butler, Mrs. Leon.....Pulaski
 Clark, Belle Aurill.....Williston, Vt.
 Freese, Alice.....Albion
 Gillett, Estella Laura.....Owosso
 Hamlin, Edith.....Pulaski
 Jacobs, Edith A.....Albion
 Osborn, Emma R.....Albion
 Rogers, Effie Mae.....Albion
 Smith, Josephine Copp.....Girard

GRADE IV.

Billinghamurst, Ida C.....Muskegon
 Birchard, Louise Anna.....Cambridgeboro, Pa.
 Bistline, J. Norman.....Shelby, Ohio
 Bolster, Edith.....Albion
 Calahan, Mrs. B. C.....Albion
 Cooper, Sadie B.....Lansing
 Coykendall, D. Meda.....Albion
 Davis, H. Daisy.....Albion
 Eldred, Daisy Mae.....Berrien Springs
 Lohr, Nora.....Albion
 McClellan, Dorothy Blanche.....Macomb, Ill.
 Morse, Stella Evelyn.....Dillon, Mont.
 Page, Lotta.....Lansing
 Pratt, Eva Lucy.....Albion
 Varney, Elsie W.....Albion

GRADE III.

Blanchard, Jessie.....Albion
 Coykendall, Minnie M.....Albion
 Holmes, Leo B.....Albion

Hungerford, Perry R.....Albion
 Rouse, Mortimer Perry.....Dowagiac
 Schenck, Lillian Belle.....Cass City

GRADE II.

Hubert, Nellie E.....Parma
 Leighton, Pearl Marie.....Otsego
 Russell, Theodore.....Grand Ledge
 Thompson, Georgie.....Albion
 Welch, Anna Katheryne.....Schoolcraft

GRADE I.

Barry, Mary P.....Albion
 Brandon, J. Kell.....Albion
 Gardner, Lucy Reed.....Albion
 Prosser, Loa Gertrude.....Brighton
 Ritchie, Mary.....Albion
 Staevsky, Marie T.....Lofteha, Bulgaria
 Wisner, Marian.....Albion

Not Classified.

Baum, Nellie Irene H.....Albion
 Breckenridge, Georgia Beatrice.....Cleveland, O.
 Brown, Ruth Mignon.....Springport
 Carr, Jennie Belle.....Albion
 Clack, Therel.....Albion
 Collins, Mabel Rebekah.....Albion
 Cushman, Jessie Marie.....Three Rivers
 Densmore, Helen.....Owosso
 Dupree, Arthur.....Zeeland
 Fairchild, Minnie.....Three Rivers
 Gilbert, Merritt Coleman.....Albion
 Greely, Gertrude.....Albion
 Halliday, Alice Elizabeth.....Albion

Holcomb, Carrie A.....	Fowlerville
Jacobs, Stella V.....	Albion
Ludlow, Ruth Alberta.....	Albion
Monroe, Marian.....	Albion
Mosher, Margaret.....	Albion
Robinson, Masie Evelyn.....	Albion
Rowe, Mabel Agnes.....	Mason
Shepard, Carrie Louise.....	Albion
Smith, Loraine Clare.....	Albion
Smith, Mabel Emma.....	Albion
Tefft, Bessie Alberta.....	Albion
Wertman, Mrs. Alice.....	Linden
Willis, Orpha.....	Onondago
Wilson, Mae.....	Marshall

Organ.

Bryant, Blanche.....	Jackson
Columbus, William Seager.....	L'Anse
Hungerford, Perry R.....	Albion
Miner, Marian Percival.....	Jackson

Violin.

Bilsborrow, Chas. G.....	S. Albion
Bistline, J. Norman.....	Shelby
Clark, Lulu Mae.....	Mayville
Columbus, Hope E.....	L'Anse
Corliss, Arthur P.....	Albion
Dickie, Mamie.....	Albion
Perine, Susie.....	Albion
Smith, Josephine Copp.....	Girard
Smith, Loraine Clare.....	Albion
Smith, Mabel Emma.....	Albion
Stoepel, Warren.....	Albion

Guitar.

Blashfield, Ola.....Albion
 Burden, Grace.....Albion
 Cooper, Bessie Marie.....Gaylord
 Ives, Winifred.....Mason
 Morse, Stella Evelyn.....Dillon, Mont.
 Striker, Rebekah.....Hastings

Mandolin.

Morse, Nellie Elizabeth.....Dillon, Mont.
 Woodworth, Ora Verona.....Albion

Banjo.

Ackerman, Emma.....Albion
 Bigelow, Josephine.....Albion
 Bolton, Fred.....Albion
 Butler, Mrs. Millie B.....Albion
 Clark, Mial V.....Williamston
 Kersten, Dena.....Albion
 Knickerbocker, Will B.....Albion
 McLeod, Will Norman.....Shelby
 Metz, Cornelia.....Albion
 Miller, Mrs. Lua R.....Albion
 Reed, Alice.....Albion
 Robertson, Wilbur.....Albion

Cornet.

Hungerford, Perry R.....Albion
 Ripley, Montague Wolsey.....Montague

Clarinet.

Boys, Chas. Edward.....Ottawa, Kas.

Voice Students.

Agnew, May Davidson.....	Chesaning
Aldrich, Thomas Boulger.....	Pickford
Allen, Susie.....	Homer
Armstrong, Mrs. Martha Brockway...	Albion
Barber, Mrs. C. L.....	Albion
Baum, Lina Belle.....	Albion
Baum, Nellie Irene.....	Albion
Birchard, Louise Anna.....	Cambridgeboro, Pa.
Breckenridge, Georgia Beatrice.....	Cleveland, O.
Camp, Evaline.....	Albion
Campbell, Eva Lillian.....	Martin
Clark, Belle Aurill.....	Williston, Vt.
Cock, Lillian B.....	Ann Arbor
Cole, Margaret L.....	Albion
Coykendall, D. Meda.....	Albion
Culver, Allen M., Jr.....	Albion
Custer, Elizabeth.....	Pana
Densmore, Helen.....	Owosso
Dickie, Clarissa Brockway.....	Albion
Dickie, Ada.....	Albion
Elder, Frances Ensign.....	Kalamazoo
Eldred, Daisy Mae.....	Berrien Springs
Fairchild, Minnie.....	Three Rivers
Fellows, Mrs. Earl J.....	Homer
Gibson, Olive.....	Homer
Gillett, Estella Laura.....	Owosso
Granger, Clementine.....	Albion
Hazard, Mrs. Lola.....	Springport
Kerridge, Ermenilda.....	Owosso
Kirtland, Richmond Henry.....	Howell
Krenerick, Mary.....	Albion
Leighton, Pearl Marie.....	Otsego
Lyons, E. Parke.....	Albion

Maywood, Charles Gay.....	Albion
McCutcheon, Alpheus Clayton.....	Dollarville
McEwing, Kathyrine.....	South Haven
McOmber, Graham Oertel.....	Berrien Springs
McVittie, Agnes.....	Detroit
Moon, Faye Arnold.....	South Lyon
Mudge, Edith Mabelle.....	Chesaning
Niles, Will A.....	Albion
Parker, Josephine Lessey.....	De Pere, Wis.
Palmer, Julia Wright.....	Hartland
Parsons, Mabel.....	Shelby
Pearce, Harvey Glenn.....	Munith
Peters, Nellie Mae.....	Albion
Potter, Bertha Louise.....	Ovid
Pratt, Eva Lucy.....	Albion
Pratt, Mary Belle.....	Albion
Rouse, Mortimer Perry.....	Dowagiac
Russell, Theodore.....	Grand Ledge
Starks, Blanche.....	Rice Creek
Start, Harry Archie.....	Riverton
Smith, Belle Merrill.....	Muskegon
Thomas, Bertha Amelia.....	Sturgis
Welch, Anna Katheryne.....	Schoolcraft
Wheeler, Etta Viola.....	Shelby
White, Mrs. Lola.....	Springport
Williams, Blanche.....	Edwardsburg

Public School Music.

Campbell, Eva.....	Martin
Elder, Mary.....	Kalamazoo
Gillett, Estella.....	Owosso
Kerridge, Ermenilda.....	Owosso
Pratt, Eva.....	Albion
Thomas, Bertha.....	Sturgis

Students in Painting.

Adams, Nellie Maud.....	Bellevue
Armstrong, Martha B.....	Albion
Bartley, Blanche.....	Albion
Bartley, Dean.....	Albion
Billinghurst, Ida E.....	Muskegon
Caldwell, M. Mabel.....	Albion
Campbell, Eva Lillian.....	Martin
Columbus, Gail.....	L'Anse
Cooper, W. H. H.....	Gaylord
Cushman, Jessie Marie.....	Three Rivers
Fairchild, Minnie.....	Three Rivers
Gulick, Lillian Mell.....	Albion
Halleck, Maud.....	Albion
Hawley, Florina.....	Fennville
Ismon, Mary P.....	Albion
Jacobs, Lottie Bruce.....	Albion
Leighton, Pearl Marie.....	Otsego
Lovejoy, Hattie Adele.....	Albion
Marshall, Grace L.....	Lansing
Morse, Nellie Elizabeth.....	Dillon, Mont.
Niles, Mary Irene.....	Albion
Palmer, Mabel Grace.....	Albion
Pratt, Eva Lucie.....	Albion
Putnam, Harriett Pearl.....	Saginaw, W. S.
Selway, Blanche.....	Dillon, Mont.
Stookey, Augusta.....	Albion
Wilder, A. J.....	Albion
Woodworth, Ella Day.....	Albion

Decorative Painting.

Adams, Nellie.....	Bellevue
Allen, Martha E.....	Pontiac

Bartholemew, Blanche.....	Charlevoix
Billinghurst, Ida E.....	Muskegon
Caldwell, M. Mabel.....	Albion
Clark, N. Irene.....	Albion
Craw, Emma O.....	Lowell
Cushman, Jessie Marie.....	Three Rivers
Cushman, Mrs. H. W.....	Vincennes, Ind.
Fairchild, Minnie.....	Three Rivers
Fast, Zulu Eloise.....	Mendon
Fox, Mabel.....	Albion
Gale, Mrs. O. Harry.....	Albion
Gale, Winifreda.....	Albion
Gulick, Lillian Mell.....	Albion
Knickerbocker, Mrs. W. B.....	Albion
Lewis, Emma.....	Cadillac
Marshall, Grace L.....	Lansing
Parmeter, Mrs. E. L.....	Albion
Smith, Belle Merrill.....	Muskegon
Skelding, Carrie.....	Detroit
Wood, Mrs. E. J.....	Albion
Woodworth, Mrs. Ella Day.....	Albion

Commercial Department.

Ackley, Grace Mae.....	Albion
Aiken, Charles Howard.....	Albion
Allen, Walter Burr.....	Hudson
Berridge, Ralph G.....	Detroit
Birch, Charles Oscar.....	Dowagiac
Blanford, Anna.....	Grand Rapids
Bliss, LeRoy.....	Albion
Bird, Ray Harper.....	Dansville

Bradley, Bertha Marie.....	Albion
Blackmar, William S.....	Napoleon
Church, George McCormick.....	Albion
Cotten, Roger C.....	Albion
Cooper, Oscar Hugh.....	Albion
Dean, George Emery.....	Albion
Davison, Maude.....	Albion
Davis, Harry McCrum.....	Boise City, Idaho
Dodd, Charles Henry.....	Blossburg, N. M.
Ely, Charles Eugene.....	Albion
Elms, Curran L.....	Albion
Farley, Minard Emery.....	Albion
Finch, Edmond Roy.....	Albion
Fisher, Max Edward.....	Pentwater
Foster, Emma Louise.....	Albion
French, Cassius Alva.....	Partello
Fulmer, Della Higbee.....	DuBois, Penn.
Goodenow, Leon F.....	Albion
Hamilton, Robert S.....	Albion
Hazen, Marcus Eugene.....	Detour
Hickey, Michael.....	Chatham, Ont.
Ismon, Mary.....	Albion
Jacobs, Carlton Lea.....	Albion
Jacobs, Estella V.....	Albion
Lanphere, George Norris.....	Marengo
Lockwood, Charles H.....	Albion
Lohrke, Paul.....	Albion
Manchester, Charles.....	Albion
Marshall, Grace L.....	Lansing
Martin, Will Cumback.....	Plymouth, Ind.
McCormick, Erwin D.....	Albion
Miller, Marion.....	Albion
Morse, Nellie Elizabeth.....	Dillon, Mont.
Niles, Will Archie.....	Albion

Peck, Cecil Clay.....	Albion
Pryor, Lewis W.....	Albion
Robertson, C. Roy.....	Albion
Romans, John.....	Albion
Selway, Richard Arthur.....	Dillon, Mont.
Sheldon, William Edgar.....	Albion
Shipp, Frank J.....	Marshall
Smith, Belle Merrill.....	Muskegon
Smith, Robert Campbell Parsons.....	Ontario, Cal.
Stanard, Marcus Cash.....	Gaines
VanFleet, Edwin Alton.....	Niles
White, Leland M.....	Lacota
Youngson, Will Clyde.....	Meadville, Penn.

Shorthand Department.

Ackley, Grace Mae.....	Albion
Aiken, Charles Howard.....	Albion
Allen, Walter Burr.....	Hudson
Brown, John Wesley.....	Bad Axe
Lanphere, George Norris.....	Marengo
Leonard, Eugene.....	Albion
Ludlow, Stephen Hurd	Parma
Martin, Will Cumback.....	Plymouth, Ind.
McClintock, Arthur Elias.....	Saginaw, E. S.
McCormick, Erwin D.....	Albion
Morse, Nellie Elizabeth.....	Dillon, Mont.
Prosser, Loa Gertrude.....	Albion
Shipp, Frank J.....	Marshall
Stokes, Vertie Belle.....	Albion
VanFleet, Edwin Alton.....	Niles

Summary of Students.

College of Liberal Arts.

Doing Special Post Graduate Work.....	1
Studying for Master's Degree.....	21
Seniors.....	49
Juniors.....	42
Sophomores.....	48
Freshmen.....	90—251

Sub-Collegiate Students.

In Language Courses.....	96
In Courses not including the Languages.....	26—122

Conservatory of Music.

Piano.....	108
Organ.....	4
Violin.....	11
Guitar.....	6
Cornet.....	2
Clarinet.....	1
Banjo.....	12
Mandolin.....	2
Voice.....	59
Public School Music.....	6
Orchestral Students, Unclassified.....	21—232

School of Painting.

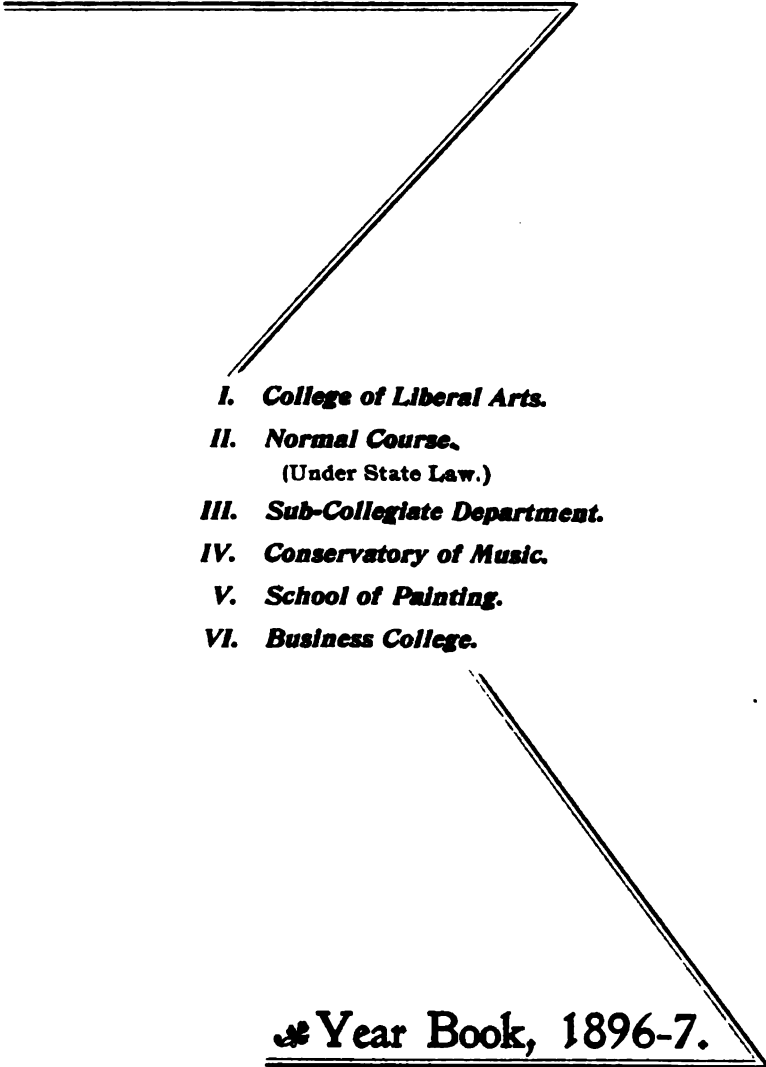
General Art.....	27
Decorative Art.....	23— 50

Commercial Department.

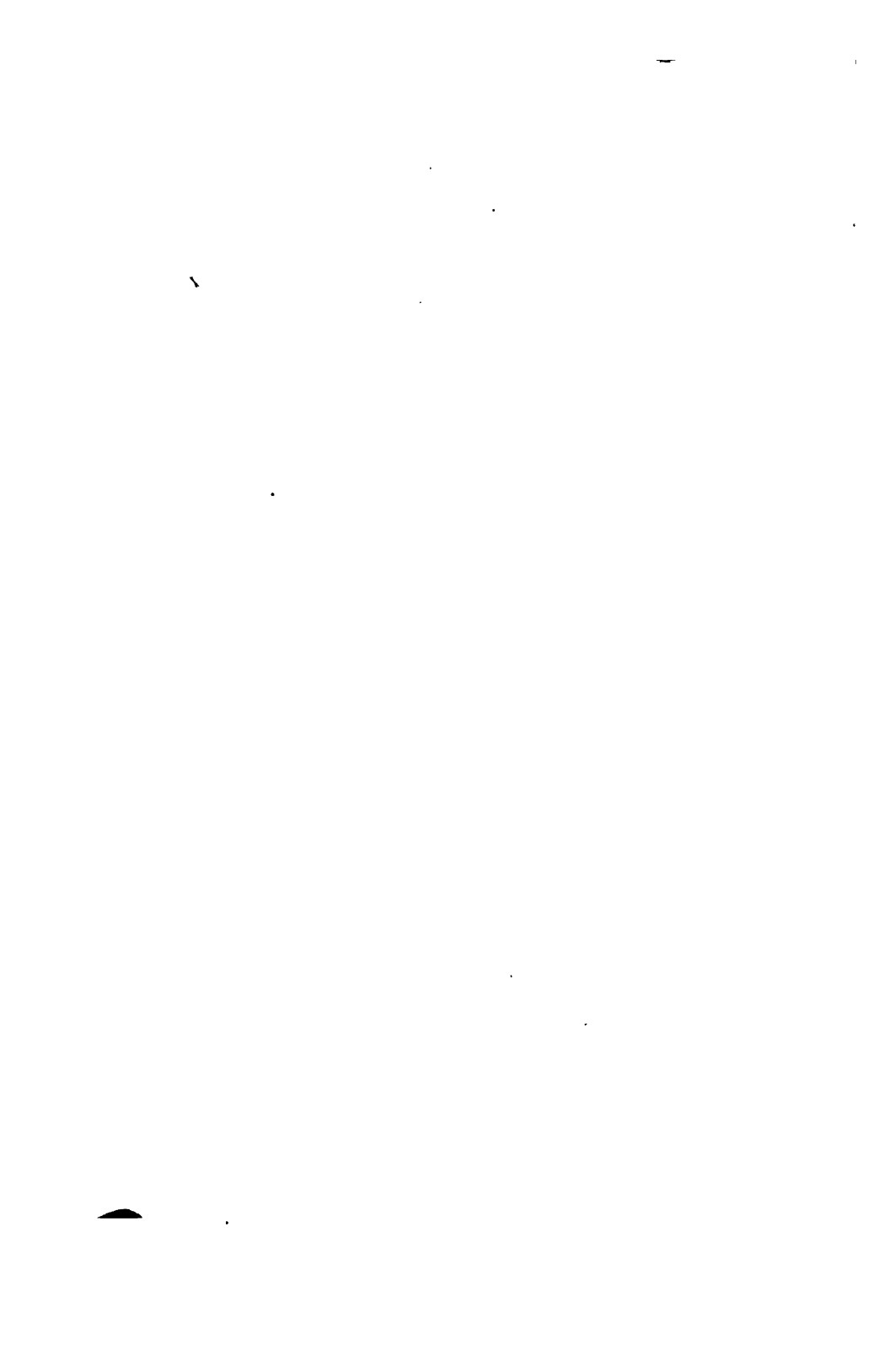
General Course.....	57
Shorthand and Typewriting.....	15— 72
	727
Deduct for Recounting.....	138
	589
Total.....	589

27535
52.4

ALBION COLLEGE

- 
- I. College of Liberal Arts.***
 - II. Normal Course,***
(Under State Law.)
 - III. Sub-Collegiate Department.***
 - IV. Conservatory of Music.***
 - V. School of Painting.***
 - VI. Business College.***

**** Year Book, 1896-7.***



YEAR BOOK
OF
ALBION COLLEGE
FOR
1896-97

Albion, Michigan

Published by Albion College
1897

RECORDER PRESS, ALBION, MICH.

HISTORY.

IN the spring of 1833, while Michigan was a Territory, Rev. Henry Colclazer, Rev. Elijah H. Pilcher and Benjamin H. Packard, M. D., resolved to inaugurate a movement for the establishment of an academy of higher learning within this peninsula. The proposition awakened considerable interest among the people, and pecuniary inducements were offered at several different points to secure its location. The whole matter was reported to the Ohio Annual Conference, then exercising ecclesiastical jurisdiction over this Territory. The subject was received with much favor by the conference, and a committee was appointed to decide upon the location and to take steps to secure the necessary legislation.

Spring Arbor was chosen by the committee, and in the spring of 1835 the legislature granted a charter under the corporate name of "Spring Arbor Seminary," locating the institution on the site of an old Indian village in the town of Spring Arbor. The charter did not authorize the granting of degrees, simply making the institution a corporation to promote higher learning. The school never opened at Spring Arbor, and no buildings were erected. The conviction soon became general that the location was an unfavorable one. In the meantime the village of Albion had been projected, and in 1838 the men interested in its growth made the offer of a considerable sum to secure the change of location of the school to this place. Application was made to the legislature, and in the spring of 1839 the charter was amended, locating the school here and reconstructing the board of Trustees. Steps were now taken to carry into effect the plans that had been formed.

In November, 1843, the first building was completed and opened for the reception of students. Young men and women came from all parts of the State to enjoy the advantages offered. Rev. Charles F. Stockwell, A. M., a graduate of Middletown University, was appointed Principal. He was a scholarly man, prudent as an administrator, and an able preacher. The affairs of the institution were successfully managed. This was before the era of our high schools and the Seminary enjoyed great popularity.

In 1849 the charter of the school was amended by the creation of a Female College, so that the corporate name ran as follows: "Wesleyan Seminary and Female Collegiate Institute." The institution was empowered to grant degrees to women. The school remained co-educational, as it had been from the first, with special advantages for women. During the period of twelve years—before the charter was changed—the degree of M. A. S. was conferred on 117 women.

In 1861 the original charter was still further amended so as to confer general college power, authorizing the institution to confer degrees on both men and women. The corporate name became "Albion College," the terms of the charter providing that the grade of work should be equal to that supplied in the department of Literature, Science and the Arts of the University of Michigan.

The general management of the institution is vested in a Board of Trustees, consisting of sixteen persons, six elected by the Detroit conference of the Methodist Episcopal church, six by the Michigan conference, and three by the Society of Alumni. With the foregoing the President of the College is associated as a member *ex-officio*. In the interim of meetings of the Board of Trustees a certain measure of power is vested in an Executive Committee, consisting of the officers of the Board, who are also constituted an Auditing Committee. The State appoints annually a Board of Visitors and Examiners to inspect the workings of the College, which Board makes a report to

the Superintendent of Public Instruction. Boards of Visitors are also appointed by both the Detroit and Michigan Conferences.

A special board or committee, as custodian of the Endowment Fund, was created by act of the Legislature in 1865. The purpose and functions of this committee are set forth in the law as follows: "It shall be the duty of said committee to receive all money that may be subscribed, collected, donated, devised or bequeathed for the purpose of creating or increasing the Endowment Fund of said Albion College, and to invest the same in such manner as they shall deem best, it being intended hereby to charge said committee with the sole management and control of said Endowment Fund in trust for said Albion College, the interest accruing to be paid over to the Board of Trustees."

The immediate government of the College is in the hands of the President and Faculty.

As the institution receives no pecuniary aid from the State its financial support is provided for by voluntary donations for endowment and gifts for buildings and other purposes. In the earliest days of the school a scholarship system was devised. Persons contributing \$100 received a scholarship, entitling the holder to free tuition for four years. Subsequently for \$100 perpetual scholarships were sold. In time it was deemed wise to grant tuition free to all so that further income from this source was cut off.

Aside from an incidental fee charged each student to provide a fund for heating, lighting and caring for the buildings, to cover repairs, improvements, etc., an endowment fund from voluntary gifts has been gradually accumulating. This fund is partly a general endowment and in part the endowment of chairs. To this fund some liberal men and women have contributed and others have made provision in wills, or on annuity plan for future aid to the institution.

The institution has erected six buildings for general and special work and another is provided for as soon as certain desirable conditions are met. Three fraternity houses have been built on the eastern part of the campus.

CALENDAR 1897-98.

1897.

Commencement Week.

- June 16—Commencement Reminiscence Meeting, 8 p. m.
June 17—Anniversary of College Society, 8 p. m.
June 18—Anniversary of College Society, 8 p. m.
June 19—Closing Day of Examinations.
June 20—Commencement Sunday.
June 21—Class Day.
June 22—Annual Meeting of Board of Trustees, 2 p. m.
June 22—Open Air Concert, 6 p. m.
June 22—Alumni Anniversary, 8 p. m.
June 23—Conservatory Day—Commencement Concert, 8 p. m.
June 24—Commencement Day.

Opening of the College Year in All Departments.

- Sept. 22—Examination of Candidates for Admission; Presentation of Certificates from Approved Schools.
Special Examinations, 9 a. m.
Sept. 23—Enrollment Day—Commencing, 9 a. m.
Sept. 24—First Chapel Exercises, 9 a. m.
Nov. 19—College Day.
Nov. 25—Thanksgiving Recess.
Dec. 14—Meeting Board of Trustees, 2 p. m.
Dec. 23—Term closes at 12 m.

Holiday Vacation.

1898.

- January 4— { Entrance and Special Examinations, 9 a. m.
 { Enrollment Day, 9 a. m.
January 5—Recitations begin—Chapel 9 a. m.
January 27—Day of Prayer for Colleges.
March 24—Term closes at 12 m.

Spring Vacation.

- April 5— { Entrance and Special Examinations, 9 a. m.
 { Enrollment Day.
April 6—Recitations begin—Chapel 9 a. m.
June 23—Commencement Day, preceded by Exercises of Commencement Week.

BOARD OF TRUSTEES.

Officers.

President.

LEWIS RANSOM FISKE.

Vice-President.

JOHN GRAHAM.

Second Vice-President.

EDWIN N. PARSONS.

Treasurer.

EUGENE P. ROBERTSON.

Secretary.

SAMUEL DICKIE.

Members.

LEWIS RANSOM FISKE, Ex-Officio.

ELECTED BY DETROIT CONFERENCE.

Term Expires.

Hon. Henry M. Loud.....	Oscoda.....	1897
Hon. Aaron T. Bliss.....	Saginaw	1897
George O. Robinson.....	Detroit.....	1898
William L. Holmes.....	Detroit.....	1898
Horace Hitchcock.....	Detroit.....	1899
Rev. Lewis P. Davis.....	Detroit.....	1899

ELECTED BY MICHIGAN CONFERENCE.

Hon. George M. Buck.....	Kalamazoo	1897
Rev. Amos M. Gould.....	Kalamazoo	1897
Rev. John Graham.....	Albion	1898
E. J. Phelps.....	Kalamazoo	1898
Edwin N. Parsons.....	Albion.....	1899
Rev. Levi Masters.....	Kalamazoo	1899

ELECTED BY SOCIETY OF ALUMNI.

Samuel Dickie.....	Albion.....	1897
Charles M. Ranger.....	Battle Creek.....	1898
Rev. Edward Bennett Bancroft....	Detroit.....	1899

Endowment Fund Committee.

George E. Wasey.....	Detroit.....	1898
Hon. Daniel Striker.....	Hastings	1901
Hon. Clement Smith.....	Hastings	1904

STANDING COMMITTEES FOR 1896-97.

Executive Committee.—Lewis R. Fiske, Samuel Dickie, John Graham, Edwin N. Parsons.

Auditing Committee.—Lewis R. Fiske, Samuel Dickie, John Graham, Edwin N. Parsons.

Finance Committee.—Samuel Dickie, Horace Hitchcock, E. J. Phelps, William L. Holmes.

Committee on Faculty.—Henry M. Loud, George M. Buck, Amos M. Gould.

Committee on Courses of Study.—Lewis P. Davis, Edward B. Bancroft, George O. Robinson.

Committee on Rules and Regulations.—Levi Master, Aaron T. Bliss, C. M. Ranger.

Committee on Library and Apparatus.—Aaron T. Bliss, George M. Buck, George O. Robinson, William L. Holmes.

Committee on Buildings and Grounds.—Lewis R. Fiske, Samuel Dickie, John Graham, Edwin N. Parsons.

VISITORS AND EXAMINERS.

ON BEHALF OF THE STATE.

Hon. Jason E. Hammond, Superintendent of Public Instruction, Lansing.

APPOINTED BY DETROIT CONFERENCE.

Rev. James M. Thoburn, Jr.....Detroit
Rev. Matthew C. Hawks.....Saginaw

APPOINTED BY MICHIGAN CONFERENCE.

Rev. A. T. Ferguson.....Manistee
Rev. Louis Grosenbaugh.....Niles

OFFICERS OF INSTRUCTION AND GOVERNMENT.

LEWIS RANSOM FISKE, PRESIDENT.

CHARLES HENRY ADAMS, DIRECTOR OF CONSERVATORY.

HENRIETTA ASH BANCROFT, PRECEPTRESS.

WASHINGTON GARDNER, PUBLIC LECTURER.

ROBERT S. AVANN, SECRETARY.

LEWIS RANSOM FISKE, John Owen Professor of Intellectual
and Moral Philosophy. *703 Cass St.*

A. B., Michigan University, 1850; A. M., Michigan University, 1853; D. D.
Ablion College, 1873; LL. D., Michigan University, 1879.

DELOS FALL, David Preston Professor of Chemistry.

1101 Michigan Ave.

B. S., Michigan University, 1875; M. S., Michigan University, 1882.

CHARLES HENRY ADAMS, Professor of Voice, Harmony and
Counterpoint, Director of Orchestra. *420 E. Erie St.*

SAMUEL DAVIS BARR, William Hadley Brockway Professor of
Mathematics. *111 Oswego St.*

A. B., Williams College, 1853; A. M., Williams College, 1856.

ROBERT S. AVANN, Professor of Latin Language and Literature.
1232 Jackson St.

A. B., Harvard University, 1877; A. M., Harvard University, 1880; Ph. D.,
Boston, University, 1881.

FREDERICK LUTZ, Professor of Modern Languages.

706 S. Superior St.

A. B., Harvard University, 1878; A. M., Baldwin University, 1879.

CHARLES ELISHA BARR, Ezra Boatwick Professor of Astronomy and Acting Professor of Biology.

Registrar.

111 Oswego St.

A. B., Williams College, 1881; A. M., Williams College, 1887.

DWIGHT BRYANT WALDO, Henry M. Loud Professor of History.

417 E. Erie St.

Ph. B., Albion College, 1887; Ph. M., Albion College, 1890.

FREDERICK SAMUEL GOODRICH, Professor of Greek Language and Literature.

1100 E. Porter St.

A. B., Wesleyan University, Middletown, 1890.

*

Samuel O. Knapp, Professor of Geology and Mineralogy.

HENRIETTA ASH BANCROFT, Professor of English Language and Literature.

116 Huron St.

Ph. B., Cornell College, 1885; Ph. M., University of Michigan, 1888.

AQUILLA WEBB, Professor of Elocution and Oratory.

A. B., Ohio Wesleyan University, 1894; A. M., Ohio Wesleyan University, 1896.

GUSTAVUS SYLVESTER KIMBALL, Principal of Commercial Department.

603 East Cass St.

M. Ac'ts, Baylis Commercial College, Dubuque, Iowa, 1884.

(Succeeding Professor Charles Lincoln McClellan, who died in March.)

ELLEN JOSEPHINE CLARK, Teacher of Latin.

403 Jackson.

A. B., Albion College, 1868; A. M., Albion College, 1871.

SMITH BURNHAM, Teacher of History.

1102 E. Porter S

Ph. B., Albion College, 1892.

RICHARD CLYDE FORD, Teacher of Modern Languages.

1113 E. Cass St.

Ph. B., Albion College, 1894.

B. SMITH HOPKINS, Teacher of Greek.

604 E. Erie St.

A. B., Albion College, 1896.

CLEMENT EUGENE ROOD, Teacher of Astronomy and Physics.

411 Fitch St.

Ph. B., Albion College, 1894.

*Chair not filled but instruction given.

WILLIAM HENRY SIMMONS, Assistant to Professor of Chemistry.
A. B., Albion College, 1893.

EDMUND S. NOYES, Teacher of History.
417 E. Erie St.

GRACE COGSHALL FORD, Teacher of English.
1113 E. Cass St.
A. B., Albion College, 1894.

MARY IRENE NILES, Teacher of Painting and Drawing, (Succeeding Harriet Newell Leonard, resigned.) *409 Porter St.*

MARGARET ELIZABETH MOSHER, Teacher of Decorative Painting.
311 Michigan Ave.

JENNIE AMELIA WORTHINGTON, Teacher of Piano and Harmony.
515 Michigan Ave.

MARGARET JONES ADAMS, Teacher of Piano.
420 East Erie.

ETHEL CALKINS, Teacher of Piano and Musical History.

KATHERYN MUZETTE BRANDON, Teacher of Voice.
215 Michigan Ave.

MARTHA REYNOLDS COLBY, Teacher of Violin.
Jackson.

CLARISSA DICKIE, Teacher of Piano.
501 E. Porter St.

LULU ROUSE PECK, Teacher of Guitar and Mandolin.
318 Michigan Ave.

CHARLES EDWARD BOYS, Teacher of Cornet and Conductor of the Band.
612 E. Erie.

WILLIS E. HANSON, Teacher of Banjo.
602 Porter St.

DORA HOUSTON PITTS, Teacher of Shorthand and Typewriting.
407 E. Porter St.

SARA MAREEA SKILLMAN, Teacher of Physical Culture.
403 Jackson St.

BARTON S. TAYLOR, M. D., Librarian.
1109 E. Erie St.

LOCATION.

As with many other institutions of learning, the college bears the name of the place where it is located. Albion is a thriving young city of 5,000 inhabitants, situated in Calhoun County, near the central portion of the Lower Peninsula of Michigan. It is one of the most beautiful towns in the State. The ground is rolling and picturesque, so that the view is delightful as gained from any point. It has several large manufacturing establishments which add much to the capital of the place. These are principally in the western portion, the college being in the eastern part, of the city. It is a very healthy town, depending partly on the topography of the place and partly on its unusually pure water. Its system of water works is supplied with water from artesian wells, which reach down into the rocks 100 feet from the surface. The postal facilities are equal to those of the largest cities as there is free mail delivery. Albion is on the main line of the Michigan Central railroad, 95 miles west of Detroit. The facilities of communication are all that could be desired. The Lansing Division of the Lake Shore & Michigan Southern crosses the Central at this place, providing direct connections with the main line of the Lake Shore on the south; and at the north with the Grand Rapids Division of the Michigan Central, the Detroit, Lansing & Northern, the Grand Trunk, and other lines. The country about Albion possesses much of scenic beauty, and comprises some of the finest farming lands in the State.

GROUND S AND BUILDINGS.

The College Campus consists of about twenty acres of ground, is by nature a charming part of the city, and has been much improved by art. The principal part of this area is either occupied by college buildings, or lies next to the buildings, sloping toward the business portion of the city. The balance of the ground is on the east side of the buildings and is largely covered by a beautiful grove. Skirting this grove, and occupying openings in the same, Lawn Tennis courts have been prepared and are kept in order by an association, organized in the interest of outdoor recreation.

The Central Building is the name applied to the first college structure, designated central as it now stands between two other structures erected at a somewhat later day, which was completed ready for use in 1843. In it all the work of the institution was carried forward for several years. It at first was a dormitory building, having a dining hall, aside from students' rooms. Since 1878 it has been used solely for educational purposes, the dormitory system having been dispensed with. It is rectangular in form, 40x100 feet, and four stories in height. This building accommodates the Conservatory of Music, contains three Lecture Rooms for the College of Liberal Arts, and the Biological Laboratory. It also contains the Museum of Mineralogy and Natural History, to which one-half of two stories is devoted, arranged as a main floor for minerals and paleontological specimens and the gallery for specimens in Natural History, Conchology, etc.

The North Building, occupying location just north of the foregoing, is 50x80 feet and three stories in height.

It contains four lecture rooms, quarters for the Commercial School, the Art Studio, and two Literary Societies. This was erected in 1854 on the site of a building that was burned the preceding winter.

The Chapel Building stands directly south of the Central Building, also three stories high and 50x80 feet on the ground. It was first intended for students' dormitories, but this plan was abandoned before the structure was completed, and in 1870 it was finished and dedicated as a chapel building. The second and third stories are wholly devoted to chapel purposes. This consists of a main floor and a spacious gallery. At the present time the first story is occupied as a Library room, Business Office and President's Room. The three foregoing buildings, as all the others, are of brick except foundation stories which in most cases are made of stone.

The Astronomical Observatory was erected in 1883, is two stories high, with a round tower which rises to three stories and surmounted by a dome.

On the lower floor are the lecture room of the department of Astronomy and Applied Mathematics, and the pier-rooms through which pass the brick supports for the fixed instruments. These are also utilized for containing the apparatus employed in the study of Physics. On the second floor are the Transit room, containing the Transit Circle, Clock and Chronograph, a computing room, a room for portable instruments and a room containing the Astronomical and Meteorological Library. In the round tower is placed the Equatorial.

The Gymnasium was completed in 1892. The first story is of field stone, above this the building consists of a heavy frame enclosed with brick. The lower story is devoted to bathing purposes, is fitted up with baths, dressing rooms, lockers, etc. In the rear end there is a room 70 feet

in length used as a ball court. The next story is of ample height, has a general floor for gymnastics, a gallery for a running track, offices, etc. The building has a frontage of 54 feet, is 92 feet in depth, surmounted with a gothic roof to provide sufficient height, together with a bell tower. The building is well supplied with apparatus, furnishing opportunity for drill and physical culture both for classes of young men and young women.

The McMillan Chemical Laboratory was erected in 1893, the gift of Hon. James McMillan, of Detroit.

The general form of a building that would best suit the requirements of the various departments was found to be a rectangle, 52x88 feet. This is divided into two parts in each story by a hall 13 feet in width. This hall provides a wide recessed entrance on both sides the building.

There are three stories and a basement, all abundantly lighted by high and broad windows.

The basement story is 10 feet high and contains a boiler and fuel room, an assay laboratory with three furnaces and a fire table; a fire-proof storage vault; a research room; a room for large gas tanks holding oxygen and hydrogen; a distilling room with fire-proof tables, hoods, etc.; a lavatory, a storage room, and a second large research room.

In the first story, which is 13 feet high, there is, on one side of the hall, the organic laboratory, 27x30 feet, containing tables for 24 students, with 29 feet of hoods, also wall tables, cases for chemicals, etc. Adjacent to this is the quantitative laboratory, 22x30 feet, with tables for 20 students, hoods, wall tables, etc.; a combustion room, 10x17 feet, and dispensing room, 10x21 feet.

On the other side of the hall is the instructor's study. This is furnished with book cases, fire place, wardrobe, etc. Off this is a private laboratory, with large table, hoods, wall tables, cases, etc. The balance room, 9x21 feet, and a

research room, 15x30 feet, complete the equipment of this floor.

The second story is also 13 feet high and contains the qualitative laboratory, 40x49 feet, with tables for 80 students, with 7 hoods, wall tables, cases, etc. The lecture room, also on this floor, 30x37 feet, will accommodate 82 students, the seating being arranged in rising tiers of chairs. This room also contains an elaborately furnished lecture table, provided with a large pneumatic cistern, a powerful down draught for handling noxious gases, wash bowl, gas, water and waste pipes at convenient intervals, hydrogen and oxygen from the tanks below, electric connections with dispensing and assistant's rooms, a plunge battery, etc.

Behind the lecture table is a hood 14 feet long, double counter-balanced blackboards, etc. Off the lecture room is an apparatus and preparation room, which contains cases for lecture table apparatus.

The third story is 10 feet high and contains a chemical museum, class-room, a chemical society-room, three rooms for janitor's residence, store-rooms, etc.

The Laboratory is supplied with gasoline gas from a machine of 400 Bunsen burner capacity. Each student's table is provided with two gas and two water cocks, wash bowl, two drawers, cupboards and shelves. The gas and water are also distributed to all hoods, dispensing rooms, etc.

Apparatus and chemicals are furnished to the student at as low a price as will actually cover the cost to the college. The fees are much lower than at many other laboratories of its grade.

Three Fraternity Halls have been erected on the east portion of the college grounds, the institution having granted leases of sites for a certain period of time.

The Bliss Memorial Library Building has not yet been erected. Hon. Aaron T. Bliss, who makes a gift of this building to the College, has had detailed plans made which have been accepted by the Trustees. But as yet the sum prescribed for the endowment of the library—which was made the condition for the erection of the structure—has not all been secured. It is hoped soon that as the times improve the required endowment will be completed. The architectural appearance of the building will be pleasing and imposing. The interior arrangements will be of the most modern order, adapted to the new conditions which the college of to-day has created.

CHARACTER OF THE SCHOOL.

The institution is a college of Liberal Arts. It aims to lead young men and women along paths of study and knowledge, to cultivate the intellectual powers, to promote the scholarship of the individual and the intelligence of the public. It is not a theological school. There are a few elective Biblical studies, but no chair of theology. A chair of the English Bible has been provided which is in no sense Denominational. There are no theological tests and no religious exactions beyond regular attendance at chapel exercises during school days, and attendance at church on the Sabbath, giving the students their choice of place of worship. The students come from families which represent the different Protestant churches, some, indeed, from Catholic families. The college was not founded in antagonism to State schools, but to do a work for the church which, in the judgment of the originators, the State could not do; that is, to give the church more efficiency than it

would otherwise possess, and also to meet an obligation to aid in the general culture of the public without reference to denominational ends. But, believing in morality, we must believe in religion. No institution of learning will have a healthy, moral atmosphere which is not pervaded by a Christian spirit. To guard young men from the vices so common in every community, there must be a distinct religious sentiment and a positive spiritual atmosphere from which immorality is shut out, and which serves as an inspiration to pure thoughts and a correct life. But while Albion College does not teach theology, it does teach God as the Creator of all things, as a personal providence to every human being, as the author of the Bible, and who, in Christ, the Redeemer of the World, is ready to save every one who will come unto Him. While the school is not sectarian, and does not interfere with the denominational preferences of any student, and while it does not aim to make educated ministers any more than educated lawyers or physicians or business men, it does hold that God has rights in every lecture room, that he must not be shut out from any department of instruction, and that truth can have no foundation only as it rests finally on the being and creative power of God. The authorities of the college hold that character is more than scholarship, and to be perfect the character must be Christian. The aim is to supply the world with educated Christian men and women for all the professions, for all departments of legitimate business, and for all proper relations in life.

The census has shown that usually more than two-thirds of the students are church members, nearly all religious bodies, as mentioned above, being represented here.

The atmosphere is, therefore, moral, the product of religious convictions. In connection with the college there are societies of young men and women organized for religious culture and work.

STEPS PRELIMINARY TO ADMISSION INTO COLLEGE.

Organizing the Work of the Term.

1. All candidates for admission must first call at the President's Room, No. 3, Chapel Building. They must present satisfactory testimonials of good character. No others are admitted. If the candidate for admission comes from another institution, he must bring a certificate of honorable dismissal.

2. The next point to be settled is that of preparation to take up the prescribed courses of study, or the determination of the classification if advanced standing is sought. If the student comes from an approved school his certificates will be examined and his classification given him. If he does not enter on certificates he will be examined.

3. After the foregoing work is attended to the student is enrolled and his work assigned him.

Enrollment Day.—The opening day of each term is Enrollment Day. As a special list of students is prepared for each term, all students must report for enrollment on the first day of the term. For new students this is the act by which they become members of the institution. The tickets issued contain a list of the studies to be pursued, and also a statement of dues—*which must be paid before the student is admitted to recitations*. All individuals intending to enter any of the departments of the College should report on first day if possible. If this cannot be done, they will be received at a later date, if qualified to enter the classes. Persons who are already students are also *required* to take out their term tickets on Enrollment Day so as to be able, on the following day, to commence their work with the

regular classes. The closing of a term does not terminate the student's connection with the institution ; *and unless he graduates or is excused by the President he must be present on the first day of the succeeding term.* Absence on that day is as much a violation of the rules and order of the school as though it occurred in the middle of the term.

Examination of Candidates for Admission.—At the opening of College Year, *on the day preceding enrollment.*

At the beginning of the Winter and Spring Terms—*on Enrollment Day.*

The Faculty are not at liberty to give instruction previous to the presentation of the Study Ticket *stamped* by the Secretary. This is true in all the departments of the institution.

REQUIREMENTS FOR ADMISSION INTO THE INSTITUTION.

College of Liberal Arts.

Candidates for admission to the Freshman class must be at least sixteen years old, must pass examination in all the Primary English Branches, and in all the studies of the Sub-Collegiate Course, or studies equivalent thereto, as taught in the High Schools, unless admitted on diploma or certificates from other schools under conditions elsewhere stated.

Candidates for advanced standing must, in addition to the foregoing, pass examination on advanced studies for which credit is sought ; unless coming from other colleges or schools whose work is accepted by us. Persons not candidates for a degree will be admitted to the regular classes, *but will be charged the matriculation fee, when their scholarship would entitle them to admission into the Freshman Class.*

Sub-Collegiate Department.

Candidates for admission into the Sub-Collegiate Department must have a knowledge of the primary branches, including Geography, Arithmetic and Grammar, so far as will fit them to take up the work of the First Sub-Collegiate year as printed in the Year Book. Starting with this preparation, those who are studious will be able to complete the course prescribed in four years, so as at that time to enter the Freshman Class. For advanced standing examinations must be passed on that part of the course for which credit is given, or on work equivalent thereto, unless certificates are brought for the same from accredited schools. The object of this department is two-fold :

(1.) To provide young people who desire to fit themselves for college with complete advantages for such preparation.

(2.) To supply academic work for those who do not care to prepare for college. These will be allowed to take such studies as their scholarship will enable them profitably to pursue, whether elementary or more advanced. If they take college studies, that is, studies taught only in the College of Liberal Arts, *they will be expected to pay the matriculation fee.*

Conservatory of Music.

Students are admitted to this department at any stage in the course. They must confer with the Director of the Department to determine what work they can profitably carry. They will be assigned to such grade as their acquirements indicate. Term ticket must be procured before entering on their work.

School of Painting.

Before commencing work in the Studio, Painting students must procure tickets for the same, and talk with the

Head of the Department as to plans of work, and proficiency—if any—already gained. The order and kind of work must be subject to the judgment of the Professor in charge.

Business Department.

The literary attainments of students entering this Department greatly vary, and hence practically they must be treated according to the individual qualifications. The Principal must, therefore, be made acquainted with the fitness of each, on entering, for the studies he is to pursue. This can only be done by free and full conference with him. Enrollment precedes instruction.

Department of Oratory.

This department has just come into special prominence. Students desiring to make a specialty of elocution should at the opening of the term confer with the Professor of Oratory as to qualifications and aims in life, and be governed by his advice. Before entering on the work arranged a term ticket should be filled out.

COLLEGE APPLIANCES.

Library.

The Library contains, of bound volumes 11,049, of unbound volumes and pamphlets, about 5,000; number of bound volumes added during the year 574.

In the selection of books the library is made distinctively educational. Works are procured each term which bear directly on the studies pursued. The purpose is to supply the departments—and also in all research lines—the material for reference and detailed study beyond what text books provide. The library, therefore, is largely a reference library.

The value of the library is not to be judged by the number of books, for, to a great extent, the best books—books of wide reference and admitted authority—are large and expensive.

At the present time the library is disposed as follows :

The General Library occupies quarters on the first floor of the Chapel Building.

The Technical works in Astronomy and Meteorology have a room in the Astronomical Observatory.

The works in Chemistry are provided with quarters in the Chemical Laboratory.

The Historical Library is placed in cases in the Historical apartments.

An excellent Reference Library is maintained in the Biological Laboratory.

The Musical Library—for use of students in the Conservatory of Music—is kept in the apartments of the Director of the Conservatory.

This distribution of books adds greatly to the convenience for use of the library, which must be regarded as an important fact in its utilization.

The libraries of the institution are thrown open to all the students as they have need of the books in their several lines of work, and facilities are thus provided for use of the books. Ample indexes are supplied; books much in demand are placed within the reach of all; new books are placed where their accessibility will tempt everyone, at least to look them over. The utilizing of new books is further secured by placing them in the hands of the teachers most interested, who frequently assign them to students to review before their classes, thus giving all an opportunity to learn the bibliography of the subject, and filling them with new zest for work in the several departments.

The following card indexes are provided :

A card index of authors.

A title index or catalogue of all the books in the library.

A subject index.

A biographical index.

An index of current events.

Besides these the library is supplied with Poole's Index of Periodicals, in which all the leading periodicals of the day are indexed, up to 1882, supplemented by the Co-operative Index of Periodicals, published quarterly. By these, students are guided to what they desire to find in the bound volumes of periodicals. Thus there are marked out paths to guide both the Faculty and the students to such information as they wish to obtain in the library.

It is customary for members of the Faculty to assign to the students certain topics for research, or subjects to obtain information upon, and thus their acquaintance with books is greatly extended. Tables are placed in different parts of the library where such students are permitted to sit and prosecute their investigations. The library is open during all school hours, and on Saturdays, and is free to all students.

The Pastor's Library, based on the Peter M. Emery foundation, is constantly growing from purchases of books specially adapted to the purpose of this collection. It is intended to supply the best publications in all the directions that ministers look to secure preparation for the work of their profession.

The nucleus of a Bibliographical Museum has been formed by placing in the Library a glass case for books especially notable on account of age, rareness, ownership, etc.

Reading Room.

The Reading Room is provided with a two-fold end in

view: to furnish wide range of general newspaper and magazine reading, and to supply advantages for special educational work. It contains the leading religious and secular papers of the country, with some from foreign lands, including French, German, Latin and Greek. It is supplied with the principal magazines of this and other countries. During the last year many new valuable publications have been placed on our list, so that the range of this class of educational appliances has been largely extended. Several valuable periodicals are placed in the Reading Room by the different Literary and Scientific Clubs in addition to those supplied by the College Library fund.

Several dailies are in the Reading Room, and in addition to American weeklies the following foreign weeklies are provided: London Academy, London Times, London Spectator, London Chemical News, Die Gartenlanbe, Zoogischer Anzeiger.

In the list of magazines are included the following monthlies, quarterlies, etc.: Art Amateur, American Journal of Science, American Naturalists, Annals of American Academy, American Journal of Archæology, Atlantic Monthly, Popular Astronomy, Bibliotheca Sacra, Biblia, Biblical World, Berichte—German Chemical Magazine, Century Magazine, Chautauquan, American Chemical Journal, Classical Review, Contemporary, Edinburgh Review, Education, Educational Review, International Journal of Ethics, The Etude, Proceedings of Economical Association, Fortnightly Review, Forum, Gospel in all Lands, Journal of Geology, Harper's Monthly, Johns Hopkins Studies in History and Political Economy, American Journal of Philology, American Journal of Psychology, Knowledge—English, Methodist Review, Missionary Review, Modern Language Notes, Music, North American

Review, Nineteenth Century, Observatory, Political Science Quarterly, Philosophical Review, Popular Science Monthly, Popular Science News, Quarterly, Quarterly Journal of Economics, Review of Reviews, Sanitarian, Science, Scribner's Magazine, Werner's Magazine, Yale Review, Journal of Political Economy, American Historical Review, Quarterly Journal of Microscopical Science, Journal of Morphology, School Review, Child Studies, Journal of London Chemical Society, Homiletic Review, Cosmopolis, Historische Zeitschrift, Deutsche Rundschau, Nature.

Provision for Study of Astronomy.

In Astronomy, the facilities offered by the College are excellent. The observatory is open one evening each week to members of the Sophomore class in Astronomy, when the uses of the instruments are explained and the more important of the planets, star-systems, nebulae, etc., are viewed. In the more advanced courses the observatory is in constant use and each student is required to become familiar with the uses and adjustments of the instruments as well as to take the observations upon which the practical problems are founded.

The equipment is fully adequate for purposes of instruction or research. The Equatorial Telescope is of eight inches clear aperture, made and mounted by Alvan Clark & Sons. It is provided with circles, coarse and fine, driving clock, filar micrometer with field and side illumination and eye pieces giving range from a low power comet seeker to eight hundred diameters. The Transit Circle by Fauth & Co., is of four inches aperture and is provided with micrometers in right ascension and declination, levels sensitive to one second of arc and vertical circle reading to single seconds by micrometer microscopes. The Siderial Clock and Chronograph are by the same makers. All the instruments are in electrical connection.

The Library contains some four hundred bound volumes and pamphlets of more technical nature than are serviceable in the general Library. These are always accessible to advanced students.

Provision for Study of Biology.

The Biological Department occupies the whole of the second and third stories of the Central Building. The northern half, 40x50 feet, is given to the Museum, while the southern half contains the Lecture Room and Laboratories. The Lecture Room will seat sixty students. The General Laboratory is 22x45 feet and will accommodate forty students at one time. It is excellently lighted and provided with all needful facilities for work, including Microscopes, Microtomes, Embedding Apparatus, Incubator, Aquaria and Private Lockers for students. The rest of the space is occupied as a private room for the instructor, storage room and taxidermic work shop. The equipment is ample for both elementary and advanced work and is increased as the needs of the work demand. Many thousand preserved specimens are kept on hand as material for dissection. A working Biological Library is kept in the general laboratory always open to the students for reference or research. It contains at the present time about two hundred volumes. This includes only the more technical works, those of more general or popular nature being left in the College Library in the Chapel Building. The microscopical cabinet contains several hundred mounted specimens and is supplemented by the large collection of over two thousand slides belonging to the professor in charge. The Laboratory work in Elementary Botany is provided for elsewhere.

Provision for the Study of Physics.

The department of Physics is at present united with that of Astronomy and the work is carried on in the Observatory. There is a fair equipment of apparatus for purposes of illustration and experiment. The workshop is provided with a first class engine, lathe and tools for working in metal or wood.

Provision for the Study of Chemistry.

The Chemical Laboratory is well supplied with all necessary chemicals and apparatus required for the various lines of work. One hundred and forty students can be accommodated at one time with tables fully supplied with gas and water, Bunsen burners, condensers, beakers, flasks, test-tubes, platinum ware, etc. A large amount of chemically pure chemicals is kept on hand and additions are constantly being made. The weighing room contains five accurate balances, including one long beam Troemner and a short beam Sartorius. Nitrometers, burettes, graduates, pipettes, thermometers, hydrometers, etc., are supplied to each student as they are needed. A battery of twenty-four cells is in use for electrolytic analysis. The assaying room is equipped with furnaces for the fire-assay, crucible fusion, roasting and cupelling.

As an important and indispensable adjunct to the other apparatus may be mentioned a good working library of reference works. This is located in the reading-room of the laboratory and is in constant use. The leading chemical journals are kept on file, The Journal of the Chemical Society of London, The American Chemical Journal, The Berichte de Chemischen Gesellschaft, The Chemical News, London Pharmaceutical Journals, while the general library contains full files of the American Journal of Science and Arts, Science, Popular Science Monthly and others. For detailed statement of courses in the Laboratory see Outline of Work.

Museum.

Very early in the history of the college a beginning for a museum of natural history was made by the gift of a box of valuable copper specimens by the Revs. W. H. Brockway and J. H. Pitezel. Later on Dr. Alexander Winchell, then State Geologist, presented the institution with a collection of 1,000 specimens of named and mounted minerals. Little use was made of these till about the year 1880. The year previous to this the college sent one of its Faculty to Brazil for the purpose of making a collection of the remarkable fauna and flora of that region. The expedition was highly successful, resulting in the collection of several hundred specimens of birds and animals, a considerable number of Botanical specimens, also pottery taken from the mounds of that country. The specimens of fauna and flora were immediately put to use in the regular work of instruction. Many additions have since been made by other travelers in South America, Mexico, Africa, Japan, China and other countries. Some valuable specimens were procured at the Columbian Exposition.

The museum occupies the north half of the second and third stories of the central college building, consisting of a room 40x50 feet, with a wide gallery extending entirely around the same. In the gallery are located the collections in Natural History and Conchology, being placed in twelve large double cases. The main floor is devoted to minerals, fossils, corals, Indian relics, war relics, and articles representing the arts and customs of foreign lands, and rare coins. These fill sixteen large cases, the most of them double, showing the specimens from both sides. The collection of minerals from Michigan is very complete, so far as identified by scientists. Most of the States, as well as many foreign countries, are here represented. The collection of curios from Asia, Mexico, etc., is unusually rich in

variety and extent. It represents the arts, customs, and religions of those lands. The botanical collection is placed in the Botanical room so as to be convenient for use in instruction.

The Museum is beautifully lighted.

Besides the mounted specimens displayed in the cases, the college keeps constantly on hand many hundred specimens of type forms preserved in alcohol, in order that every member of a class may be supplied with a study specimen. In this way the work of acquiring knowledge of a subject, such as botany, zoology or mineralogy, does not consist in the mere acceptance of the statement of the author, but it is the privilege of the student to challenge those statements by the direct appeal to nature.

Special efforts are constantly being made completely to represent the fauna and flora of the State of Michigan.

Quite recently large collections of objects, representing the condition of pagan lands in matters of religion and customs of the people, have been received as donations of special interest in the line of missions. The museum contains quite a large collection of old and rare coins, nearly filling four large cases.

The college is anxious to make collections, in every direction, of minerals in this State and other States, fossils botanical specimens, Indian and war relics, etc. Any articles appropriate to the Museum will be properly named, and labeled also with the name of the donor.

PREPARATORY SCHOOL.

The college maintains a preparatory school for several reasons :

1. Many young people desire to fit themselves for college, but reside in communities which are not provided with high school advantages.

2. In many of the graded schools of the state the work is not sufficiently extended to prepare the student for admission into college classes. After graduation from such schools one, and in some cases two, years more of work is needed to enter our Freshman class.

3. Only a few of the high schools of the state provide instruction that will prepare for all of our courses. Some have only an English course, others English and Scientific courses, etc. The college carries forward its work on five distinct lines, namely : the Classical, Latin Scientific, Greek Scientific, Scientific, and English. Many students desire to prosecute Latin, Greek, German, etc., in preparation for college who are unable to find adequate provision for the same in their home graded schools.

Young people preparing for college should note the following facts :

1. They have the option of several different lines of work. They may pursue classical studies, making a specialty of Latin and Greek ; or they may give large attention to the Latin without the Greek or the Greek without the Latin ; or they may pursue a line in which the Sciences predominate, or may pursue a course devoted largely to English.

2. All the courses have recently been materially strengthened. The purpose is, not to crowd the student

through at a rapid rate at the sacrifice of good scholarship, but to lay the best foundation for the subsequent work of the college.

3. Young men and women who have limited school advantages at home will be able here to finish their preparatory work to the best advantage.

We give a tabulated representation of the work of the different courses during the four years of preparation for college. Slight modifications may occur from time to time but not such as affect the integrity and continuity of the lines pursued. It will be borne in mind that the Classical line prepares for the College Classical, the Latin Scientific for the College Latin Scientific, the Greek Scientific for the College Greek Scientific, the Scientific for the College Scientific and the English for the College English course.

Explanatory Notes on the Preparatory Courses.

1. The extent of study to prepare for college is the same in all the courses. To take up one of these lines of work the same scholarship is required as for any of the others—a good knowledge of the primary branches.

2. It is intended to supply as much work for the student in the English or Scientific course as in the Classical, Latin Scientific or Greek Scientific. The difference is in kind not in amount.

3. It will be observed that we have strengthened the Classical portion of language courses so that students who prefer language work will be more amply provided for than in the past.

4. The lines separating the courses are somewhat more distinct than heretofore. In the Classical, Latin and Greek occupy a larger place than in the past. Other differences will be observed.

5. Students who have partly but not fully prepared for college will readily perceive along which of our lines

their studies have been prosecuted, and will find it to their advantage to complete their preparation on lines corresponding with those here arranged unless they desire radically to change their course. Thus if their work has been of a scientific character they would naturally choose our Scientific course, if classical they would take our Classical, etc. Changes can be made, but generally with some loss of time.

6. Latin is required during the first and second preparatory years, in both the Scientific and English courses, because it is so largely the basis of the English language. But as in many High Schools which prepare for college no ancient language is taught in the English course we shall admit students from such schools without requiring the Latin.

7. In the Classical course German is not taught till the student reaches the college. In all the other courses this work is taken up at the beginning of the third year.

8. The work prosecuted in the Scientific and English courses are essentially the same, the divergence begins when the student reaches the college grade.

By carefully noting the foregoing explanations the scope and character of the work will be readily understood.

Tabulated Courses of Study in the Preparatory School.

FIRST YEAR.

COURSES.	Classical.			Latin Scientific.			Greek Scientific.			Scientific.			English.		
TERMS.	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
English.....	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Latin.....	5	5	5	5	5	5				5	5	5	5	5	5
Greek.....							5	5	5						
Algebra.....		5	5		5	5		5	5		5	5		5	5
Physiology.....	5			5			5			5			5		

Frequently students desire to pursue or review Arithmetic. Instruction in this branch will be granted to any needing it in connection with the Commercial School.

SECOND YEAR.

COURSES.	Classical.			Latin Scientific.			Greek Scientific.			Scientific.			English.		
TERMS.	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
English.....	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Latin.....	4	4	4	4	4	4				4	4	4	4	4	4
Greek.....							5	5	5						
Algebra.....	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
General History	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

THIRD YEAR.

COURSES.	Classical.			Latin Scientific.			Greek Scientific.			Scientific.			English.		
TERMS.	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
English.....	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Latin.....	4	4	4	4	4	4									
Greek.....	5	5	5				5	5	3						
German.....				5	5	5	5	5	5	5	5	5	5	5	5
Physics.....	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Chemistry.....										3	3	3	3	3	3

FOURTH YEAR.

COURSES.	Classical.			Latin Scientific.			Greek Scientific.			Scientific.			English.		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Latin	4	4	4	4	4	4									
Greek	5	5	5				3	3	3						
German				4	4	4	4	4	4	4	4	4	4	4	4
Geometry	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Botany										3	3	3	3	3	3
U. S. History ...	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Statements in Regard to the Foregoing.

Language Work.

ENGLISH.**First Year.**

Two terms of English Grammar and one term in Language Lessons. Five hours each term.

Second Year.

Three terms Language Lessons. Three hours each term.

Third Year.

Rhetoric. Three hours throughout the year.

REMARKS—The student's knowledge of the principles of language will be tested in oral and written reproduction and paraphrases of choice pieces of literature to be studied in connection with the language work. The objects of these courses are: (a) to secure clear, correct thought and expression; (b) to secure an acquaintance with good literature and appreciation of the same.

The work is carried forward as follows:

First Year.

Fall Term. Metcalf's English Grammar.

Winter Term. Metcalf's English Grammar.

Spring Term. Lessons in English.

Literature to meet the requirements of the Freshman class of 1901.

Second Year.

Fall Term. Language Lessons in English. Carlyle's Essay on Burns. Tennyson's Princess.

Winter Term. Language Lessons in English. Coleridge's Ancient Mariner. Goldsmith's Vicar of Wakefield.

Spring Term. Language Lessons in English. Macaulay's Life of Johnson. Hawthorne's House of Seven Gables.

Third Year.

Fall Term. Rhetoric. Macaulay's Milton and Addison. Scott's Ivanhoe.

Winter Term. Rhetoric. Milton's Paradise Lost, books I and II. Shakespeare's Macbeth.

Spring Term. Rhetoric. Burke's Speech on the Conciliation with America.

The College Entrance Requirements in English are in accordance with the action of "the Michigan Association of Colleges" at its meeting May 25, 1895. The recommendations are as follows:

1. That the several colleges of the association in their Entrance Requirements in English conform to the recommendations of "The English Conference of the Eastern and Middle States," as given below.

2. Further, that in these requirements they seek to develop in the pupils of the secondary schools the power of extemporaneous speaking.

ENTRANCE REQUIREMENTS IN COLLEGE.

NOTE.—No candidate will be accepted in English for college classification whose work is notably defective in point of spelling, punctuation, idiom, or division into paragraphs.

1. *Reading.*—"A certain number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject matter, and to answer simple questions on

the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number—perhaps ten or fifteen—set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books. In place of a part or the whole of this test, the candidate may present an exercise book, properly certified by his instructor, containing compositions or other written work done in connection with the reading of the books."

The books set for this part of the examination will be :

1897: Shakespeare's *As You Like It*; Defoe's *History of the Plague in London*; Irving's *Tales of a Traveler*; Hawthorne's *Twice Told Tales*; Longfellow's *Evangeline*; George Eliot's *Silas Marner*.

1898: Milton's *Paradise Lost*, books I and II; Pope's *Iliad*, books I and XXII; The Sir Roger de Coverley Papers in the *Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *Ancient Mariner*; Southey's *Life of Nelson*; Carlyle's *Essay on Burns*; Lowell's *Vision of Sir Launfal*; Hawthorne's *House of Seven Gables*.

1899: Dryden's *Palamon and Arcite*; Pope's *Iliad*, books I, VI, XXII and XXIV; The Sir Roger de Coverley Papers in the *Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *Ancient Mariner*; De Quincey's *The Flight of a Tartar Tribe*; Cooper's *Last of the Mohicans*; Lowell's *Vision of Sir Launfal*; Hawthorne's *House of Seven Gables*.

1900: Dryden's *Palamon and Arcite*; Pope's *Iliad*, books I, VI, XXI and XXII; Goldsmith's *The Vicar of Wakefield*; Scott's *Ivanhoe*; De Quincey's *The Flight of a Tartar Tribe*; Cooper's *The Last of the Mohicans*; Tennyson's *The Princess*; Lowell's *Vision of Sir Launfal*.

II. *Study and Practice*.—This part of the examination presupposes the thorough study of each of the works named below. The examination will be upon subject matter, form and structure.

The books set for this part of the examination will be :

1896: Shakespeare's *The Merchant of Venice*; Milton's *L'Allegro*, *Il Penseroso*, *Comus* and *Lycidas*; Webster's *First Bunker Hill Oration*.

1897: Shakespeare's *The Merchant of Venice*; Burke's *Speech on Conciliation with America*; Scott's *Marmion*; Macaulay's *Life of Samuel Johnson*.

1898: Shakespeare's *Macbeth*; Burke's *Speech on Conciliation with America*; De Quincey's *The Flight of a Tartar Tribe*; Tennyson's *The Princess*.

1899: Shakespeare's *Macbeth*; Milton's *Paradise Lost*, books I and II; Burke's *Speech on Conciliation with America*; Carlyle's *Essay on Burns*.

1900: Shakespeare's *Macbeth*; Milton's *Paradise Lost*, books I II; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

GERMAN.

The work in German in the Preparatory Department, required in all Courses but the Classical (German begins with Freshman Year in Classical Course,) begins with the first term of the Third Year and continues up to the Freshman Year. In the Scientific Course, however, it goes through the Freshman Year.

The Course is as follows:

First Year. Five hours each term.

Fall Term: Thomas' *German Grammar*, part first, and drill in reading; Seidel's *Die Monate*, Storm's *Immensee*, Heyse's *L'Arabiata*, or similar texts.

Winter Term: Grammar continued with composition. Reading,—Rosegger's *Waldheimat*, Auerbach's *Brigitta*, etc.

Spring Term: Grammar. Study of a Classic,—Lessing's *Minna von Barnhelm*, Schiller's *Wilhelm Tell*, *Maria Stuart*, etc.

Second Year. Four hours each term.

Fall Term: Study of Goethe's *Hermann and Dorothea*, lyrics, etc.

Winter Term: Classical authors beginning of this century; Heine, Eichendorff, Chamisso, Jean Paul,—Lyrics and Prose.

Spring Term: Modern writers, Scheffel, *Der Trompeter von Säckingen*, Ekkehard; Freytag, *Soll und Haben*; Eber's *Homo Sum*.

LATIN.

The Roman method of pronouncing Latin is used.

As may be seen in the tabulated studies of the Preparatory School, Latin is taught five hours a term the first year and four hours a term each of the three remaining years.

First Year.

Collar & Daniell's First Latin Book is used the first and second terms.

The Gradatim is introduced the second term, affording practice in the reading at sight of easy Latin stories. *Viri Romae* is taken up the third term, with systematic study of Grammar (Bennett's) and practice in turning into Latin simple English sentences based on the text read.

Sight reading is continued.

Second Year.

Nepos is the author studied the first term. In connection with the translation of the text systematic Grammar study and sight reading are continued.

Prose composition is carried forward by the use of exercises based upon the Latin read.

Selections from Caesar's Gallic War, including the first and second invasions of Britain and the comparison of the customs of the Gauls and Germans, are read in the second and third terms. Bennett's Latin Prose Composition is begun the second term, and nine lessons learned each term.

Grammar study and sight reading are continued through the year, and attention is given to the Roman art of war and to the geography of Gaul and Britain.

Third Year.

The work of this year embraces the study of five orations of Cicero, including the orations *Pro Poeta Archia* and *Pro Lege Manilia*, the reading of one oration at sight, the completion of Bennett's Latin Composition, continued systematic study of the Grammar, including a part of the subject of prosody, and the study of about 600 lines of Ovid's *Metamorphoses*, together with collateral reading in Roman antiquities and classical mythology.

Fourth Year.

After studying about 800 lines of Ovid—mostly from the *Metamorphoses*—and reading selected passages at sight, Virgil's *Æneid* is begun and continued through the rest of the year, the work embracing the first six books, part of which is first read at sight in class and afterward studied as part of the next day's lesson. Select passages of each author are memorized.

GREEK.

Classical Course.

Third Year.

White's Beginning Book—Anabasis—five hours per term.

Fourth Year.

Anabasis—five hours per term.

Greek Scientific Course.

First Year.

White's Beginning Book—Anabasis—five hours per term.

Second Year.

Kelsey's Anabasis. Five hours per term.

Third Year.

Homer. Five hours in Fall and Winter terms; three hours in Spring term.

Fourth Year.

Lysias, three hours; Herodotus, three hours; Thucydides, three hours.

MATHEMATICS.

Arithmetic is taught in connection with the Business Department.

The Preparatory work covers five terms in Algebra—25 hours—and three terms in Geometry, Plane, Solid and Spherical—15 hours.

SCIENCE.

PHYSICS.

Elementary Physics—a Course of four hours per week throughout the third year.

CHEMISTRY.

A course in general Chemistry of three days per week for two terms of twelve weeks is required of all students in the Scientific and English Courses. This course should deal largely with the facts and phenomena of Chemistry and, in a less degree, with Chemical theories.

BOTANY.

A Course of three hours per term extending through the year. The work for the Fall Term begins with Germination and proceeds to the study of the various parts of the plant body. A careful examination is made of Roots, Stems, Leaves, Fruits, etc.

In the Winter Term, a course in Histology and Physiology of plants, studying the structure of the Vegetable Cell, the structure and chemical and physical properties of cell contents, including protoplasm, nucleus chlorophyll grains, cell sap, starch grains, etc. The characters of tissues; the general processes of nutrition, assimilation and respiration.

In the Spring Term a course in Systematic Botany. A study of types, both of Phanerogams and Cryptogams. A small amount of field work will be required.

PHYSIOLOGY.

A course of five hours per week, during the Fall term of the first year. An elementary course, not experimental, but illustrated by such dissections and exhibition of mounted specimens as may be necessary to make the subject real.

HISTORY.**Course I.**

General History. Twelve hours; four hours each term during the second year. A text book, maps and topical work.

Course II.

United States History and Government. Nine hours; three hours each term during the fourth year. Text books, required reading and topical work.

Provisions for Preparation for College.

The foregoing exhibit of the work of the Preparatory School presents the provisions made by the institution to fit for College. The larger field of preparation however is the *High Schools*.

1. Under conditions mentioned below, we accept, without examination of students, the work of the best High Schools of twelve grades as preparation for College. Under the same conditions we shall admit into our fourth Sub-Collegiate year from schools of eleven grades which are known to be doing satisfactory work.

We advise students, in general, to pursue the courses in which they have been prepared for College, believing that the culture gained in each of the recognized courses is of a distinctive type. If, however, the student, in preparing for college, has pursued the study of foreign or ancient language to only a limited extent, but desires to enter the Classical or other language courses, he may be thus classified though the time required for graduation must necessarily be increased. In accordance with the same principle graduates of a classical or other language course must take additional time to complete a course, the character of which is materially different. Recognizing, however, the fact that the graduates of our best twelve grade schools have gained a culture that should qualify them for admission to college, we have decided to admit such students, even under the circumstances mentioned above, to our Freshman class, though they may not be classified as Sophomores until such arrearages, as the Faculty may determine, be made up.

2. The regulations for admission contained in the preceding paragraphs apply to all schools which

a. Have been approved by us ; or

b. Have been approved by the Faculty of the University of Michigan ; or

c. Have supplied us with the evidence that, in extent, quality and completeness of work, the pupil has gained the scholarship and culture required to enter our classes. If the school has received formal approval according to (a) or (b) of this paragraph, we shall admit students directly on their diplomas and certificates. But if the school is not included in one of these classes, and it is desired to enter into relations with Albion College, the course, or courses of study must be transmitted to us with such statements in regard to work done as are considered important. This will be preliminary to an adjustment of relations.

3. To be admitted into the college without examination, the student, if coming from a school included in one of the classes of 2, (a) or (b), will present his diploma or certificates, together with a letter from the Superintendent or Principal of the school, informing us that his work has been thoroughly done, that his habits are studious, and that he possesses capacity for genuine scholarship. On the strength of this he may be immediately classified. If he comes from a school embraced in class 2, (c), he must present his diploma or school certificates, with a letter from the Superintendent or Principal of the school certifying to the earnestness and success of his school work. He will then be classified provisionally, according to the tenor of these documents, which classification will be made permanent after a few weeks successful study in the Institution.

4. On account of the exceptional length and fullness of a few of the High School courses, the graduate sometimes finds that he has covered more subjects and done more work

than is required for entrance into the best colleges. Such a graduate will be able to get *advanced credit* for some of the extra subjects thus taken, and to shorten his course in college, in some cases, by a third or even a half year. For this advanced credit High School certificates will be accepted, save in the case of those subjects suited only to a later stage in one's culture, such as Philosophy, Political Economy, Political Science, etc. The exact amount of credit to be given will in every case be determined by the head of the department interested.

For some years the conviction has been growing that colleges should offer special advantages, not only to High School graduates who expect to enter upon a professional career, but to all who have high aims in life. The fact has come to be appreciated that, for the developement of intelligent manhood, for the best discharge of the duties of citizenship, for meeting the demands of the highest forms of the arts, and for keeping pace with the advancing civilization of the age, the larger class of persons who will carry forward the business and industries of the world would derive incalculable benefit from liberal culture.

But how can ambitious young men and women, who have formed high ideals of excellence, prepare for college? This preparation must in most cases, be obtained in the High Schools, if gained at all. We recognize the fact that the High School exists to meet local wants, and does its work best when it most fully meets such wants. But for some years the Faculty of Albion College have been studying this question in the light of all the information they could obtain, with a careful scrutiny of the principles involved, and have reached the conclusion that the courses of study best adapted to the purposes of the High School may, and ought to be, accepted in preparation for college. We have tried the experiment and found it successful, of taking

the student at the point up to which the best schools have educated him, giving him credit for all his work, if in the line of the course he has chosen. This practically throws college doors open to a large number of young persons who, on the old system, would be deprived of the advantages provided in the higher institutions of learning. By this plan we do not admit at any lower point of scholarship, but make the lines of study in preparation more flexible, holding that it is training and culture that are needed, which can be secured through superior and adequate range of work, rather than by adherence to the old methods of following always a special line of studies. We have found that a large number of schools of twelve grades—in the quality and extent of work done—may be trusted to prepare for the Freshman year in college ; and that many of the schools of eleven grades may be relied upon to fit the pupil for the Fourth or highest Sub-Collegiate year.

It is desirable, however, that a uniform order of studies be provided for in all the High Schools of the state. When this shall be done the work of classification in the college will be greatly simplified. The movement inaugurated by the State Teachers' Association to secure such uniformity is deserving of all praise.

COLLEGE OF LIBERAL ARTS.

Introductory Statement.

1. No electives occur in the Freshman and Sophomore years. It is deemed best for the student to pursue definite branches of study for the first half of his course, as that much time is needed to cover ground which should be a foundation for the latter part of any of the courses.

2. The greater part of the studies in the Junior and all the studies in the Senior year are elective.

3. A large amount of research work may be prosecuted in these years.

4. Important modifications in the mode and order of elective work have been made which will be explained further on. By these modifications the work becomes more fully related and greater consistency is secured.

5. One hundred and eighty hours are required in the four college years. Somewhat more than this may be required in those cases in which otherwise majors or minors would be left incomplete.

6. *The degree conferred at graduation will be determined by the studies pursued up to the close of the Sophomore year.* The courses are arranged with direct reference to special degrees. The Junior and Senior studies are largely of a university character, preparing the student for independent investigation when from graduation he must carry forward his studies without the presence and guidance of a living teacher. The lines of study provided are so broad and varied that the candidate for any of the professions, as well as the business man, can obtain here the scholarship which will best fit him for his chosen and anticipated mode of life.

7. Students who have prepared for college in any particular course will naturally pursue their work through college in the same course. Should they desire to change they can bring up their back work in one of our preparatory classes but this will result in some loss of time.

Required Work Tabulated.

FRESHMAN YEAR.

COURSES.	Classical.			Latin Scientific.			Greek Scientific.			Scientific.			English.		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
English.....	3	3	3										3	3	3
Latin.....	3	3	3	3	3	3									
Greek.....	5	5	3				3	3	3						
German.....	5	5	5							3	3	3	(5	5	5)
French.....				5	5	5	5	5	5	5	5	5	(5	5	5)
Algebra.....				5	5		5	5		5	5			5	5
Trigonometry...			3			3			3			3			3
Biology.....				4	4	4	4	4	4	4	4	4	4	4	4

SOPHOMORE YEAR.

COURSES.	Classical.			Latin Scientific.			Greek Scientific.			Scientific.			English.		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
English.....				3	3	3	3	3	3	3	3	3	3	6	6
Latin.....	3	3	3												
Greek.....	3	3	3												
German.....		3	3												
Trigonometry..	3			3			3			3			3		
Gen. Geometry..					3	3		3	3		3	3			
Chemistry.....	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Physics.....				3	3	3	3	3	3	3	3	3	3	3	3
History.....	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

JUNIOR YEAR.

COURSES.	Classical.			Latin Scientific.			Greek Scientific.			Scientific.			English.		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Calculus.....				5			5			5					
Psychology.....	5			5			5			5			5		
Logic.....			5			5			5			5			5

Elective Work Tabulated.

JUNIOR AND SENIOR YEARS.

		TERMS.		
		1	2	3
GREEK.	Orators.....	3		
	Neo Hellenic.....	2		
	Pausanias.....		2	
	Sight Reading.....			2
	Drama.....	3	3	3
	Hellenistic Greek.....	2	2	2
	Septuagint.....	2	2	2
	Mythology, Art and Literature.....	3	3	3
	Conversational Greek.....	1	1	1
	Epigraphy.....		3	
	Seminar.....	1	1	1
LATIN.	Tusculan Disputations.....	4		
	Cicero and Pliny.....	4		
	Martial Phaedrus and Gellius.....	2		
	Tacitus.....		4	4
	Elegiac Poets.....		4	
	Seneca.....		2	
	Ovid.....			4
MODERN LANGUAGES.	Quintilian.....			2
	<i>German :</i>			
	Lessing.....	2	2	2
	Goethe.....	4	4	4
	Modern Prose Literature.....	2	2	2
	*Nibelungen, Kudrun, Koenig Rother, etc.....	2	2	2
	*German Literature XIV-XVI Centuries.....	2	2	2
	Gothic.....	2		
	Old High German.....		1	1
	History of German Grammar.....	1	1	1
	* Omitted 1898-1899.			
	<i>French :</i>			
	French Classics.....	4	4	
	Literature of the XIX Century.....			4
	Morceaux Choisis de Darmesteter.....	2		
	Old French.....		1	1
	<i>Italian.</i>			
	<i>Spanish.</i>			
ENGLISH.	English Prose.....	3		
	Old English.....	3	3	3
	History of English Literature.....	3		
	Chaucer.....	3		
	Masterpieces.....	3		
	Early Middle English.....	3		
	Shakespeare.....		3	
	Literature XVII and XVIII Centuries.....		3	
	Robert Browning.....		3	
	Methods in English.....		3	
	Problems in Literary Criticism.....		2	
	Late Middle English.....			3
	XIX Century Literature.....			3
	Tennyson.....			3
	American Masterpieces.....			3

JUNIOR AND SENIOR YEARS.—CONTINUED.

		TERMS.		
		1	2	3
ASTRONOMY AND APPLIED MATH'MATICS	Descriptive Astronomy.....		3	3
	Advanced Astronomy.....	3	3	3
	Solar Physics.....	3	3	
	Surveying.....			3
CHEMISTRY.	Non Metals (Advanced).....	3		
	Non Metals (Beginning).....	3		
	Advanced Qualitative Analysis.....	3		
	Ultimate Organic Analysis.....	3		
	Qualitative Analysis.....		3	3
	Quantitative Chemistry.....		3	3
	Organic Synthesis.....		2	2 or 4
	Organic Chemistry.....		3	3
	Alkaloids.....		3	
	Water Analysis.....			3
NATURAL SCIENCES.	Mineralogy.....			3
	Advanced Zoology.....	3	3	3
	(Zoological Theory).....	3		
	Histology.....	3		
	Embryology.....		3	3
	Vertebrate Anatomy.....			3
POLITICAL SCIENCE.	Evolution and Heredity.....		1	
	Geology.....		3	3
	Constitution and Political History of England.....	2	2	2
	Political History of the United States.....	3	3	3
	Political Institutions.....	2	2	2
PHILOSOPHY.	Constitutional Law.....	2	2	2
	Political Economy.....	3	3	3
	Research.....	2	2	2
THEOLOGY.	History of Philosophy.....	3	5	
	Theism.....		5	
	Moral Science.....			5
ORATORY.	Old Testament History.....	3		
	New Testament History.....		3	
	Church History.....			4
	Res. Compar. Religions.....	2	2	2
	Evidences of Christianity.....			4
NORMAL.	Elocution.....	3	3	3
	Oratory.....	2	2	2
NORMAL.	Methods in English.....	2		
	Methods in Physiology, Geography and Arithmetic.....	2		
	School Law.....	1		
	Applied Psychology.....		4	
	History of Education.....		2	2
	School Systems of France and Germany.....		2	
	Nature Work.....			1
	School Organization.....			1
	*Normal German.....			1
	*Normal Latin.....			1
	*Normal Greek.....			1
	*Optional.....			

Grouping of Elective Work.

At the close of the Sophomore year the student will elect under the advice of his class officer a major subject in which he will do twenty-four hours work, and two minor subjects, in each of which he will do twelve hours work. The remainder of the course will be classed as free elective.

Three groups must be represented in the selection of major and minors.

If the major subject be taken in groups I, II, III, IV, one minor must be elected from groups V, VI, VII, VIII. If the major subject be taken in groups V, VI, VII, VIII, one minor must be taken from groups I, II, III, IV.

GROUPS.	MAJOR SUBJECTS.	MINOR SUBJECTS.
I.	Greek.	Greek.
II.	Latin.	Latin.
III.	Modern Language.	German. French.
IV.	English.	English Language. English Literature.
V.	Mathematics.	Mathematics.
VI.	Chemistry.	Chemistry.
VII.	Biology.	Biology.
VIII.	Political Science.	History. Politics. Economics.
IX.		Philosophy.
X.		Normal.
XI.		Elocution.

Outline of Work in the Several Departments.

Ancient Languages.

LATIN.

Required Courses.

Freshman Year.

Course I.

Livy (Book I.); Sight Reading (Quintus Curtius Rufus). Collateral Reading. Three hours. First term.

Course II.

Cicero (De Senectute and De Amicitia); Sight Reading (Aulus Gellius); Collateral Reading. Three hours. Second term.

Course III.

Plautus (Trinummus or Captivi); Terence (Andria or Adelphi); Latin Prosody; Sight Reading; Collateral Reading. Three hours. Third Term.

Sophomore Year.

Course IV.

Horace (Selections from Odes); Sight Reading; Metres; Collateral Reading; Memorizing Selected Odes. Three hours. First term.

Course V.

Horace (Selections from Satires and Epistles); Sight Reading; Memorizing famous passages; Collateral Reading. Three hours. Second term.

Course VI.

Livy (Book XXI or XXII); Sight Reading; Latin Composition; Collateral Reading. Three hours. Third term.

Elective Courses.

The Elective Latin Courses (numbered VII to XV inclusive) fall under two heads, viz: the Courses which constitute the two Minors and the Major in the Latin Group and the Post-Major Courses. They are also distinguished as Group Electives and Free Electives.

Courses VII, VIII and IX constitute the first Latin Minor and Courses X, XI and XII the second Latin Minor, and the two Minors constitute the Latin Major.

These six Courses (VII-XII) are Free Electives to students who do not take the Latin Major or either Latin Minor and who are prepared in the judgment of the Instructor to prosecute successfully the Course or Courses which they elect. The Courses of the second Latin Minor are Free Electives to those who take the First Minor; and the Courses of the first Minor are Free Electives to those who take the second Minor.

Post-Major Courses are those numbered XIII, XIV and XV. These are Free Electives to those who take the Latin Major and to others who obtain special permission to elect them.

Course VII.

Cicero (Tusculan Disputations—Book I.); Collateral Reading. Four hours. First term.

Course VIII.

Tacitus (Agricola, Germania and Dialogus De Oratoribus—in part at sight); Collateral Reading in Cæsar and Roman History. Four hours. Second term.

Course IX.

Ovid (Selections from Fasti); Reading at Sight; Collateral Reading in Roman History and Mythology. Four hours. Third term.

Course X.

Selections from the Letters of Cicero and Piny Secundus; Sight Reading; Collateral Reading; Latin Writing. Four hours. First term.

Course XI.

The Elegiac Poets—Selections from Catullus, Tibullus, Propertius and Ovid; Metres; Sight Reading; Collateral Reading. Four hours. Second term.

Course XII.

Tacitus (Selections from the Annals); Study of his style; Sight Reading; Collateral Reading. Four hours. Third term.

Course XIII.

Rapid Reading of Selections from Martial Phaedrus and Aulus Gellius; Collateral Reading. Two hours. First term.

Course XIV.

Seneca (Selected Dialogues); Collateral Reading in Roman Philosophy. Two hours. Second term.

Course XV.

Quintilian (Book X). Seneca (Select Letters). Two hours. Third term.

GREEK.**CLASSICAL COURSE.***Required Courses.***Freshman Year.**

Homer, five hours, first and second terms; three hours, third term.

Sophomore Year.

Lysias, three hours.

Herodotus, three hours.

Thucydides, three hours.

GREEK SCIENTIFIC COURSE.

Sophocles, three hours.

Plato, three hours.

Aristophanes, three hours.

*Elective.***Course VI.**

Greek Orators. Demosthenes and Aeschines. Three hours.

Course VII.

Neo Hellenic, two hours.

Pansanias, two hours.

Sight Reading, two hours.

Course VIII.

Greek Drama, three hours per term. Æschylus, Sophocles, Euripides.

Course IX.

Hellenistic Greek. Harmony of the Gospels Two hours per term, throughout the year.

Course X.

Hellenistic Greek. The Apostolic Church. The Acts. The Epistles. Two hours per term, throughout the year.

Course XI.

The Septuagint. Two hours throughout the year.

Course XII.

Greek Mythology, Greek Art, Greek Literature. Three hours per term, throughout the year. Open to College Students in any Course.

Course XIII.

Conversational Greek. One hour per term, throughout the year.

Course XIV.

Greek Epigraphy. Three hours.

Course XV.

The Greek Seminar offers special facilities for students wishing to do advanced or graduate work. Courses will be arranged to meet, as far as possible, the requirements of individual students.

Modern Languages.

GERMAN.

The work in German in the College follows two lines: part being beginning work for Classical Students, part advanced, and continuing the work begun in the Preparatory Department.

CLASSICAL COURSE.

Freshman Year.

Fall Term—five hours. Thomas' *German Grammar, Part I.* Reading from Zachokke's *Das Wirthshaus zu Cransach.*

Winter Term—five hours. Grammar work with composition. Reading texts: Arnold, *Ein Regentag auf dem Lande*, Heyse, *Das Maedchen von Treppi*, Muegge, *Signa, die Seterin.*

Spring Term—five hours. Grammar continued. Zachokke, *Die Neujahrsnacht*, Schiller, *Wilhelm Tell.*

Sophomore Year.

Winter Term—three hours. History: Freytag's *Bilder aus der deutschen Vergangenheit*.

Spring Term—three hours. Goethe, *Faust*, etc.

SCIENTIFIC COURSE.

[Continuation of work of Preparatory Course.]

Fall term—three hours. Scientific German. Brandt and Day. *German Scientific Reading*. Monographs by various authors.

Winter term—three hours. Work in Philosophy or History.

Spring term—three hours. Seminar work in current German periodical literature.

The plan of this year is designed to give the student a preparation sufficient to enable him to pursue original work in philosophy, history and science, and to make him thoroughly at home in magazine literature.

FRENCH.

(Required in all Courses but Classical.)

Freshman Year.

Fall term—five hours. Edgren's *French Grammar*, Composition. Prose—Halevy's *L'Abbe Constantin*.

Winter term—five hours. Grammar continued. Reading—Merimee's *Colomba*, About's *Le Roi des Montagnes*.

Spring Term—five hours. Rougemont's *La Litterature Francaise*. Prose and Poetry.

German Electives.

I. Lessing as critic and dramatist. Two hours per week throughout the year.

II. Goethe and his times. Four hours per week throughout the year.

III. Modern prose literature. Two hours per week throughout the year.

*IV. Nibelungenlied, Kudrun, Koenig Rother, Hartmann's *Der arme Heinrich*, etc. Two hours per week throughout the year.

*This course will be omitted in 1898-1899.

*V. German Literature from the XIV-XVI Century. Two hours per week throughout the year.

*Omitted in 1897-1898.

VI. Gothic. Two hours per week of the fall term.

VII. Old High German with reference to some of the other Germanic dialects. One hour per week for winter and spring terms.

VIII. Historical German Grammar. One hour throughout the year.

French Electives.

I. French Prose and Poetry: Corneille, Racine, Moliere, Beaumarchais, Alfred de Musset, etc. Four hours per week for fall and winter terms.

II. French Literature of the XIX Century. Four hours per week in the spring term.

III. Morceaux choisis de Darmesteter. Two hours per week of the fall term.

IV. Studies in old French inclusive of historical Grammar. One hour winter and spring terms.

ITALIAN.

I. Grandgent's Grammar. Composition, I Promessi Sposi.

II. Grammar. Selections from Ariosto, Boccaccio, Petrarca and Dante.

SPANISH.

I. Edgren's Grammar. Composition, Gil Blas.

II. Grammar. Selections from Calderon, Lope de Vega, Cervantes.

P. S. Hours arranged by consultation with the classes.

ENGLISH.

The tabulated courses contain statements of work pursued. The lines of study offered by the department are three—Rhetoric, Language and Literature. (a) Rhetoric is made practical by the requirement daily of written themes, through which to illustrate choice of words, structure of sentences and paragraphs. Compositions in narration, description and exposition, also report of lectures, entertainments, incidents and accidents will be required. This work is followed by a course in Literary Criticism. (b) An advanced course in the History of English Literature, covering three terms, is designed to show how history affects literature and language. A manual is used as direction in research work, and special reports are required. (c) A course in Old English runs through the year. Students who take this study should have some knowledge of Ger-

man or Latin. (d) A course in Early and Late Middle English also covers three terms. Particular attention is given to Chaucer with reference to pronunciation and Historical Grammar. (e) One year is given to the study of Masterpieces, the Fall term, to those illustrating different periods of literary activity in England; the Winter term, to the plays of Shakespeare, and the Spring term to American Masterpieces. This course demands much research, and is for advanced students only. Each member of the class is required to write one essay and one critique. Forty-five minutes are allowed for the reading of these papers, after which they are deposited with the Head of the department and become the property of the Library.

The following is an outline of the work offered:

RHETORIC—Required.

Course I.

Advanced English Grammar and Rhetoric. Fall term, three hours.

Course II.

Advanced Rhetoric. Winter term, three hours.

Course III.

Advanced Rhetoric. Spring term, three hours.

Course IV.

In Normal Course: Methods in English,—Grammar, Rhetoric, Literature. Winter term, two hours.

LANGUAGE.

Elective except in English Course.

Course I.

Old English. Beginner's Course. Bright's Old English Grammar and Reader. Fall term, three hours each.

Course II.

Old English. Advanced Course. Siever's Old English Grammar (Cook's translation, 2d edition). Judith, Elene and portions of the Beowulf, Winter and Spring terms three hours each.

MIDDLE ENGLISH.

Course III.

Sweet's First Middle English Primer. Morris' Specimens of Early English. Piers the Ploughman. Winter and Spring terms, three hours each.

ENGLISH LITERATURE—*Elective.*

Course I.

Chaucer, with attention to Historical Grammar and pronunciation. Sweet's Second English Primer and Skeats' one volume edition of Chaucer's Poems. Fall term, three hours.

Course II.

History of English Literature. Manual, with lectures and reports. Fall term, two hours.

Course III.

Seventeenth and Eighteenth Centuries in literature. Manual, with lectures and reports.

[Students must provide themselves with Thayer's Best Elizabethan Plays; the works of Spenser, Milton, Dryden, Pope, Goldsmith and Cowper. Inexpensive editions of other eighteenth century authors will be used. Winter term, three hours.]

Course IV.

Nineteenth Century Literature. Reports and discussions. Spring term, three hours.

[Students must provide themselves with the poems of Burns, Wordsworth, Coleridge, Shelley, Keats and Scott. Spring term, three hours.]

Course V.

English Masterpieces. Fall term, three hours.

Course VI.

Shakespeare. Winter term, three hours.

Course VII.

Special studies in English prose. Fall term, three hours.

Course VIII.

Studies in Robert Browning. "Return of the Druses." "The Ring and the Book." Selected Lyrics. Winter term, three hours.

Course IX.

Special studies in Tennyson. Spring term, three hours.

Course X.

Literary Criticism. Spring term, three hours.

AMERICAN LITERATURE—*Elective*.**Course I.**

An outline study of American literary development from the colonial period to the present time.

Course II.

An examination of American literary history, and the reading and discussion of important works in poetry and prose. Students are expected to provide themselves with the poems of Bryant, Poe, Longfellow, Whittier, Emerson and Lowell, also with Hawthorne's *Scarlet letter* and one volume of Emerson's *Essays*. Spring term, three hours.

HISTORY, POLITICS, ECONOMICS.**HISTORY.****Course I.**

European History. Four hours each term throughout the year. Covering period from the fall of Rome to the present time. Required of Sophomores in all courses.

Course II.

Political and Constitutional History of England. Two hours each term throughout the year. Covering period from accession of Stuarts, 1603, to present time. *Elective*.

Course III.

Political History of the United States. Three hours each term. Covering period from close of Revolution, 1783, to 1885. *Elective*.

POLITICS.**Course IV.**

Political Institutions of Nineteenth Century. United States (Bryce), Great Britain (Macy), Continental States (Lowell). Two hours through the year. *Elective*.}

Course V.

Constitutional Law and Political Science. Two hours through year. *Elective*.

ECONOMICS.**Course VI.**

Political Economy. Three hours through the year. (1) Fall term, Elements. (2) Winter term, Money and Banking. (3) Spring term, Finance.

Course VII.

Research. Work may be pursued in any of the lines of History, Politics or Economics under direction of instructors. Weekly meetings. Ordinary maximum credit will be two hours.

Major. A Major consists of twenty-four hours selected from the electives offered above. For the average student a most practical major would consist of Courses III American History, IV Political Institutions, and VI Political Economy.

Minors. A Minor consists of twelve hours selected from the above electives. It may be taken in History, Politics or Economics.

In every case the instructor should be consulted in the selection of major and minors.

MATHEMATICS.**Course I.**

Advanced Algebra—two courses of five hours each. Fall and Winter terms of Freshman year.

Course II.

Plane and Spherical Trigonometry—a course of six hours. Spring term of Freshman year and Fall term of Sophomore year.

Course III.

General Geometry—a course of six hours. Winter and Spring terms of Sophomore year.

Course IV.

Differential and Integral Calculus, with their applications to Geometry and Physical Science—a course of five hours. Fall term of Junior year.

Course V.

Advanced Calculus—a course of three hours. Winter term of Junior year.

Course VI.

Advanced Calculus—a course of three hours. Spring term of Junior year.

Course VII.

Modern High Algebra, including determinants—a course of two hours. Fall term of Senior year.

Course VIII.

Quaternions—a course of three hours. Winter term of Senior year.

Courses 3, 4, 5, 6, 7 and 8 may be elected by students in whose General Courses they are not required studies.

ASTRONOMY AND APPLIED MATHEMATICS.**ASTRONOMY.****Course I.**

Elective. Courses of three hours each during the Winter and Spring terms in Descriptive Astronomy.

Course II.

Elective. A course of three hours per week during the entire year, including a large amount of practical work in the observatory, making reductions for obtaining time, latitude, longitude, etc., and computing solar and lunar eclipses.

Course III.

Elective. A course of three hours per week for the Fall and Winter terms in Solar Physics. This course may be taken by those who have completed the first term of Course I.

PHYSICS.

A course of three hours per week during the entire year in Physics, largely mathematical in treatment. (Sophomore required)

SURVEYING.

Elective. A course of three hours per week during the Spring term in Practical Surveying.

CHEMISTRY.

Three hours of General Chemistry, throughout the year, is required for admission to the College classes in the Scientific and English courses. This course deals largely with the facts and phenomena of Chemistry and, in a less degree, with Chemical theories.

College Required.

Course I.

Chemistry of the Non-Metals, three hours, first term. For students who have had no preparatory work in Chemistry.

Course II.

Advanced Chemistry of the Non-Metals, three hours, first term. For Students who have had preparatory Chemistry.

Courses III and IV.

Qualitative Chemical Analysis. Laboratory practice two hours each day, three days of the week, during Second and Third terms.

Elective.

Course V.

Mineralogy, descriptive and determinative. Laboratory work two hours per day, three days of the week, third term. This course must follow Course III but may be taken with Course IV.

Course VI.

Advanced Qualitative Chemical Analysis, with special reference to the study of oxidation and reduction, three hours, first term. For the Fall term of 1897 a course in *Chemical Philosophy* will take the place of Course VI.

Courses VII and VIII.

Organic Chemistry. The study of the text: with lectures, three days per week. Laboratory work in Synthetical Preparations, four hours per week, Second term. This course may be taken by students who have completed Course IV.

Courses IX and X.

These are Courses VII and VIII continued through the third term. For the purpose of completing a minor in Organic Chemistry, two hours additional of Synthetic work may be taken.

Course XI.

Quantitative Chemistry. Laboratory work ten hours per week, Second term. This course may be taken by any student who has completed Course IV.

Course XII.

Quantitative Chemistry; a continuation of Course XI, third term: five hours.

Course XIII.

Ultimate Organic Analysis. Three days per week, first term. Taken after Course X.

Course XIV.

The Alkaloids, three hours, second term, taken after Course X is completed.

Course XV.

Water Analysis, three hours, third term, must be preceded by Course XI.

Course XVI.

Provision will be made for special students in any line of chemical investigation. Students expecting to teach will be given work to prepare them in chemical manipulation, the care and management of a laboratory, etc.

Classification of Courses.

It will be seen that after courses 1, 2, 3 and 4 have been completed the work in Chemistry may divide into two lines depending on the prospective future work of the student. For Mechanical, Mining or Civil Engineering, courses 5, 6, 7, 8 and 15 may be taken.

For Medicine or Pharmacy, courses 9, 10, 11, 12, 13 and 14 may be included and 7 and 8 omitted.

Courses 6 to 10 inclusive may form a Minor Elective course; courses 6, 11 and 12, another; courses 6 to 12 inclusive may form a Major Elective course.

Sanitary Science.—Lectures and research work three days each week, first term.

BIOLOGY.

The Department of Biology will offer a major and three minors. The major will consist of courses II, III, IV, and V, or, in the case of students in the Classical course, of courses I and II or I, III, IV and V. The minor course II is designed for those that desire rather the general culture that may be gained from a study of Zoology, while the minor comprising courses III, IV and V is particularly arranged for those who intend to enter the medical profession. It is desirable that those who elect Biology as a major should take courses III, IV and V before course II if possible.

Course I.

Practical Zoology. A Freshman required study in all courses but the Classical, in which it is elective and may constitute a minor. Four double hours throughout the year. A series of types representing the more important classes of the animal kingdom will be studied in the laboratory, and lectures on the comparative anatomy and classification of animals will be given.

Course II.

Advanced Zoology. This course will begin in the Fall term and will continue, for three hours per week, through at least four terms. Acquaintance with the general facts of Zoology will be assumed and the time will be devoted to the philosophy of Zoology and to the discussion of current biological questions. Text book, Thomson's Outlines of Zoology, lectures and seminar work.

Course III.

Histology. Three double hours per week during the Fall term. A study of the tissues of the body and their structure. A careful study will be made of methods in the preparation and mounting of tissues.

Course IV.

Comparative Embryology of Vertebrates. Three double hours each week during the Winter and Spring terms. The work will begin with the fertilization and segmentation of the ovum and continue with the early development of the Fish, the Frog and the Chick.

Course V.

Vertebrate Anatomy. A careful and detailed study of the structure of the Cat as a type. There will be considerable comparative work. Three double hours, Spring term.

Course VI.

A critical study of the theories of Development and Heredity. Winter term, one hour.

Course VII.

The courses in Geology, elsewhere outlined are of great importance to a thorough understanding of Zoology and should be taken by advanced students in the subject. Winter and Spring terms, three hours each.

Students that intend to specialize in Biology will be encouraged to pursue it further. Courses will be arranged for them as may be necessary and all possible facilities will be offered in the prosecution of this work. The College has a large supply of material on hand for this purpose.

A Normal Course of one hour in Methods in Observation and Nature Work will be given in the Spring term.

A Biological Club has been organized which will take up work not otherwise provided for. During the last year it has inaugurated a systematic survey of the fauna and flora of Albion in which considerable progress has been made. It has also endeavored to keep abreast of the current literature of Biology. The number of members in the club is limited to eight and membership is attainable through election by the club, upon recommendation by the professor of Biology.

GEOLOGY.

Prerequisites.—Physics, Chemistry and Zoology.

Course I.

Dynamical and Structural. Winter term, three hours per week. A study of the changes at present going on upon the earth, their causes and the record they have left in the rocks.

Course II.

Historical. Spring term, three hours per week. The development of existing surface configurations, the changes in past conditions of physical geography and their consequent reaction upon the life-systems. Especial attention is given to the development of the North American continent, and to the geological history of Michigan.

ORATORY.

All work in this department is elective except course VII, which is required of Seniors.

Course I.

Principles of Elocution. One term, three recitations a week. Collateral reading and recitations. Man's triune nature. Delsarte theories. Study and development of the vocal organs and muscles. Respiration. Articulation. Pronunciation. Emphasis. Vocal culture. Tone color. Study and drill in the vocal elements: quality, force, form, degree and stress. Theoretical study of the principles of action. Technique of action. Memoriter recitation of illustrative extracts. [Text book: Fulton and Trueblood's Practical Elocution.]

Course II.

Principles of Elocution. One term, three recitations a week. Collateral reading and recitations. Vocal culture. Study and drill in the vocal elements: time quantity, pause, movements; pitch, degree, change and melody. Practical application of the elements of action. Conception of gesture. Technique of action continued. Actional composition. Illustrative extracts. [Text-book: The Practical Elocution.]

Course III.

Argumentation and Debate. One term, three recitations a week. Lectures, recitations and prescribed reading. Individual vocal culture and drill in action. Forensic deportment. Lectures on extempore speaking, parliamentary laws, forensic oratory and the laws of argumentation. Preparation of briefs. One extempore oral discussion of an assigned subject, and four debates on three leading questions of the day required of each student.

Course IV.

Oratory. One term, three recitations a week. Lectures, recitations and prescribed reading. Individual vocal and actional drill continued. Lectures on the construction of speeches, qualities of discourse, eloquence, the sources of power in oratory; sacred, panegyric and national oratory, and oratorical criticism. Study of the history of oratory. Study of the following ancient and modern orators: Demosthenes, Cicero, St Paul, Chrysostom, Savonarola, Luther, Bossuet, Mirabeau, Kossuth, Castelar, Chatham, Burke, Erskine,

Webster, Clay, Calhoun, Lincoln, Philipps, Beecher and Gladstone. From the study of these orators each student is required to prepare and deliver one biographical oration, one extempore topical speech, one declamation and one critique.

Course V.

Shakespeare. One term, three recitations a week. Lectures, recitations and prescribed reading. Technical drill in voice and action indicated by the interpretative necessities of the plays studied. Impersonative action. Lectures on dramatic technique, dramatic criticism and history of the drama and the great dramatists. Analysis and incidental reading of one of Shakespeare's *Comedies*; plays offered: Merchant of Venice, Much Ado About Nothing, and As You Like It. Analysis and study of characters, plots and incidents of one of Shakespeare's *Tragedies*, together with a careful expressional reading of the entire play and memoriter rendering of the principal scenes; plays offered: Julius Caesar, Hamlet, Othello and Macbeth.

Course VI.

Recitals and Speeches. One term, three recitations a week. Lectures, recitations and prescribed reading. Individual voice culture and drill in action. Sight reading. Bible and hymn reading. Study of poetry as representative of art. Lectures on the development of elocution as an art and as a science. Comparative study of the systems of elocution. Technical training in rendition. Analysis and study of readings, recitations and personations. Rendition from memory of four selections differing in style. Incidental reading of one modern play.

Course VII.

Two terms, one recitation a week. This is a required study for the Senior class. The class meets once a week during the Fall and Winter terms. In the early part of the term a few lectures on the principles of criticism in expression are given. Following these lectures, each member of the class in turn is required to deliver a speech of not less than ten and not more than twelve minutes before the class, the President and the Professor of Elocution. Each speech is criticised in thought and composition by the President and in delivery by the Professor of elocution. The eight speakers securing the highest rank in thought, style and delivery will appear before the entire body of students and the Faculty at public Chapel Rhetoricals.

NOTE : The courses must be taken in regular order. Course VII is open only to Seniors.

PHILOSOPHY.

Required.

I. Psychology. Method, by lectures, recitations and daily examination of standard authors. Fall term, five hours. Winter term, two hours. The whole range of Psychology is now being examined anew. To get the best results from this study the student needs a well disciplined mind, a habit of introspection, and the ability to carefully weigh and compare the theories presented. Experimental Psychology is receiving a good deal of attention. Not doubting the valuable results reached, the question may well be raised whether exhaustive results can be secured through the senses alone. The object sought in pursuit of this branch in college is a knowledge of the action of mind—in the development of powers and in the co-operative employment of physical energies in reaching reliable and truthful determinations. We employ as a text book at the present time Ladd's Psychology, Descriptive and Explanatory. The Library is rich in works on this subject, which are largely consulted and reported upon.

II. Logic. The general subject of the understanding may be studied Psychologically or Logically. The ends thus reached are diverse, but not opposed. The two include more than either alone. Inductive Logic is constantly employed in the study of nature, and in all business affairs. It is desirable that the student in early life become acquainted with the principles which control our reasoning, with the methods employed, and gain facility and accuracy in the use of the same.

Deductive or Formal Logic is in constant use in the domain of reasoning, either alone or in conjunction with the inductive. No one can be said to be liberally educated who is not familiar with the laws of thought, which the uneducated are constantly using with more or less skill, and which the scholar should intelligently employ with unfailing skill and success. The object of this study is to make clear thinking with the ability to detect subtle fallacies. For outlines of the subject Hyalop is used—for fuller and special discussions Mill, Lotze and other authors.

Elective.

III. Applied Psychology. This is required in the Normal course but is elective for a degree. Pursued in the Winter term, four hours.

Text book, McLellan—essays and discussions with reviews of leading pedagogical works. All Normal students visit public schools to study methods of teaching.

IV. History of Philosophy. This must be preceded by Psychology in order that there may be a standard of Philosophy in the mind of the student with which to compare the theories advanced by the different schools. A thorough analysis of each school will be presented, with the two-fold aim of learning the History of Philosophic Thought, and determining what is true in the different systems studied. The first half of the year—several works used.

V. Moral Science. The fundamental principles will first be considered, then their application to human life. This study follows Psychology, and is pursued in the latter half of the year. One term—Calderwood, Porter, MacKenzie, and other authors included.

VI. Theism—Bowne used as a text book—taught during the Spring term.

VII. Evidences of Christianity.—A careful scrutiny of the several classes of evidence relied upon, with the study of the bearings of the same on the question of divine revelation as appearing in the Bible.

NORMAL WORK.

One third of a year must be devoted to the study of Psychology before any student can take up the Psychological work of this course.

Applied Psychology.—Four hours. Text book, McLellan. In addition, a comparison of the views of several other writers.

Testing of the principles and methods by visits to several High Schools.

History of Education.—Four hours—taken up after the student has had a full course in Psychology. The course consists of the study of educational theories since the Renaissance with introductory survey of earlier theories. Compayre is used as a text book with collateral readings from the different authors.

In addition to text book work members of the class read and report on the principal educational classics, also the biographies of great educators.

The French and German systems of education are taught by lectures with the aid of the best authors.

Methods in Psychology and Geography :

(1) Subjects are treated by topics.

(2) Committees appointed to formulate methods of teaching.

Reports made, criticised. Portions of the lessons taught by different members. Committees report on the work of other committees, the teacher finally criticising students' reports and criticisms.

In *Methods in English* there is class drill in Orthography and Orthoepey, elements of sentence structure, logical classification of phrases and clauses, paragraph structure, etc.

The fundamental principles and the philosophy of grammar both as a system and an instrument to the ends of interpretation, of investigation, and of Criticism.

An effort is made to develop the imagination through use of imaginative literature, and to develop the power of clear, correct thought and expression.

The school system of Michigan is carefully studied and also the school systems of several of the leading States of the Union.

Observation and nature work is intended to fit the teacher to bring the pupil in touch with nature as a great system of truth.

School laws of Michigan and many other States are carefully studied and compared and methods of school organization given in detail and discussed.

Attention given to methods of teaching as based on Psychology and experience.

Schedule of Recitations in Required Work Only, for 1897-98.

The times of meeting for *Elective Classes* will be arranged as the classes are formed.
 Figures refer to the days of the week : 1, Monday ; 2, Tuesday ; 3, Wednesday ; 4, Thursday ; 5, Friday.

FIRST TERM.

	Philosophy.	Latin.	Greek.	Modern Languages.	Englsh.	Mathematics.	Physical and Chem. Science.	Natural Sciences.	History.
8:00		4th Yr. Latin, 1, 2, 3, 5	Fresh. Greek, (Gk. Sci. Cse.) 2, 4, 5	Fresh. Ger. 1, 2, 3, 4, 5		Calculus, 1, 2, 3, 4, 5	Soph. Physics 1, 3, 5	Physiology, 1, 2, 3, 4, 5 Botany, 2, 3, 5	
9:00									
CHAPEL.									
9:20	Psychology, 1, 2, 3, 4, 5	1st Yr. Latin, 1, 2, 3, 4, 5 3rd Yr. Latin, 2, 3, 4, 5	Fresh. Greek, (4d Yr. G-Sci) 1, 2, 3, 4, 5 4th Yr. Greek (2d Yr. G-Sci) 1, 2, 3, 4, 5	4th Yr. Ger., 1, 2, 4, 5 Fresh. French 1, 2, 3, 4, 5	1st Yr. English 1, 2, 3, 4, 5	Soph. Trig., 2, 4, 5			2d Yr. History 2, 3, 4, 5
10:20		1st Yr. Latin, 1, 2, 3, 4, 5 Soph. Latin, 1, 3, 5					3rd Year Osteametry. 2, 4, 5		
11:20		2nd Yr. Latin, 1, 2, 3, 4, 5 Fresh. Latin, 2, 4, 5	Soph. Greek, (4th Yr. G-Sci) 2, 3, 4	Fresh. Ger., (Sci-Course) 2, 4, 5	Fr.-Soph. Eng 1, 3 (See also 1:30)		3d Yr. Physics 1, 2, 3, 4		U. S. History, 1, 3, 4.
1:30				3rd Yr. Ger., 1, 2, 3, 4, 5	Fr.-Soph. Eng 5 (See 11:30) 2d Yr. English 1, 3, 5	Plane Geom., 1, 2, 3, 4, 5	Sophomore Chemistry 1, 3, 4	1, 2, 3, 4 Freshman Biology, 2, 3, 4, 5	
2:30					3d Yr. English 1, 3, 5	2d Yr. Algebra, 1, 2, 3, 4, 5			Soph. History 2, 3, 4, 5
3:30			3rd Yr. Greek, (1st Yr. G-Sci) 1, 2, 3, 4, 5			Fr. Algebra, 1, 2, 3, 4, 5			Soph. History 2, 3, 4, 5

SECOND TERM.

	Philosophy.	Latin.	Greek.	Modern Languages.	English.	Mathematics.	Physical and Chem. Science.	Natural Sciences.	History.
8:00		4th Yr. Latin, 1, 2, 3, 4, 5.	Fresh. Greek, (G. Sci. Ose.) 2, 4, 5.	Fresh. Ger. 1, 2, 3, 4, 5.		1st Yr. Alg., 1, 2, 3, 4, 5.	Soph. Physics 1, 3, 5.	Botany, 2, 3, 5.	
CHAPEL.									
9:00		1st Yr. Latin, 1, 2, 3, 4, 5. 3rd Yr. Latin, 2, 3, 4, 5.	Fresh. Greek, (3rd Yr. G-Sci.) 1, 2, 3, 4, 5.	4th Yr. Ger., 1, 2, 4, 5. Soph. German 2, 4, 5.	1st Yr. English 1, 2, 3, 4, 5.	Gen Geometry 2, 4, 5.			2d Yr. History 2, 3, 4, 5.
10:20		1st Yr. Latin, 1, 2, 3, 4, 5. Soph. Latin, 1, 3, 5.	4th Yr. Greek, (2nd Yr. G-Sci.) 1, 2, 3, 4, 5.	Fresh. French 1, 2, 3, 4, 5.			3rd Yr. Chem., 2, 4, 5.		
11:20		2nd Yr. Latin, 1, 2, 3, 4, 5. Fresh. Latin, 2, 4, 5.	Soph. Greek, (4th Yr. G. Sci.) 2, 3, 4.	Fresh. Ger. (Sci. Course) 2, 4, 5.	Fr-Soph. Eng. 1, 3. (See also 1:30) Soph. English (Eng. Ose.) 2, 4, 5.		3d Yr. Physics 1, 2, 3, 4.		U. S. History, 1, 3, 4.
1:30				3rd Yr. Ger., 1, 2, 3, 4, 5.	Fr-Soph. Eng. 5. (See 11:20) 2d Yr. English 1, 3, 5.	Plane Geom. 1, 2, 3, 4, 5.	Sophomore Chemistry, 1, 3, 4.	1, 2, 3, 4. Freshman Biology, 2, 3, 4, 5.	
2:30					3rd Yr. Eng. 1, 3, 5.	2d Yr. Algebra 1, 2, 3, 4, 5.		Soph. History, 2, 3, 4, 5.	
3:30			3rd Yr. Greek, (1st Yr. G-Sci.) 1, 2, 3, 4, 5.			Fr. Algebra, 1, 2, 3, 4, 5.			Soph. History, 2, 3, 4, 5.

THIRD TERM.

	Philosophy.	Latin.	Greek.	Modern Languages.	English.	Mathematics.	Physical and Chem. Science.	Natural Sciences.	History.
8:00		4th Yr. Latin, 1, 2, 3, 5	Fresh. Greek, (G-Scl. Cse.) 1, 2, 4, 5	Fresh. Ger., 1, 2, 3, 4, 5		1st Yr. Alg., 1, 2, 3, 4, 5	Soph. Physics, 1, 3, 5	Botany 2, 3, 5	
CHAPEL.									
9:00									
9:20	Logic, 1, 2, 3, 4, 5	1st Yr. Latin, 1, 2, 3, 4, 5 3rd Yr. Latin, 2, 3, 4, 5	Fresh. Greek, (3d Yr. G-Scl.) 2, 3, 5	4th Yr. Ger., 1, 2, 4, 5 Soph. German 2, 4, 5	1st Yr. English 1, 2, 3, 4, 5	Gen. Geom., 2, 4, 5			2d Yr. History 2, 3, 4, 5
10:20		1st Yr. Latin, 1, 2, 3, 4, 5 Soph. Latin, 1, 3, 5	4th Yr. Greek, (2d Yr. G-Scl.) 1, 2, 3, 4, 5	Fresh. French 1, 2, 3, 4, 5			3rd Yr. Chem. 2, 4, 5		
11:20		2nd Yr. Latin, 1, 2, 3, 4, 5 Fresh. Latin, 2, 4, 5	Soph. Greek, (4th Yr. G-Scl.) 2, 3, 4	Fr. German, (Scl. Course) 2, 4, 5	Fr. Soph. Eng 1, 2 (See 11:20) Soph. English (Eng. Cse.) 2, 4, 5		3rd Yr. Phys., 1, 2, 3, 4		U. S. History, 1, 3, 4
1:30				3rd Yr. Ger., 1, 2, 3, 4, 5	Fr. Soph. Eng 5 (See 11:20) and Yr. Eng., 1, 3, 5	Solid Geom., 1, 2, 3, 4, 5	Sophomore Chemistry 1, 3, 4	1, 2, 3, 4. Freshman Biology, 2, 3, 4, 5	
2:30					3rd Yr. Eng., 1, 3, 5			Soph. History 2, 3, 4, 5	
3:30			3rd Yr. Greek, (1st Yr. G-Scl.) 1, 2, 3, 4, 5			Fresh. Trig., 1, 3, 4			Soph. History, 2, 3, 4, 5

GRADUATION.

Persons are granted the honor of graduation from the institution upon satisfactory completion of some prescribed curriculum of study. Four *Bachelor degrees* are given in the College of Liberal Arts.

Bachelor of Arts [A. B.] is conferred on all who complete the Classical course.

Bachelor of Philosophy [Ph. B.] is conferred on all who complete the Latin-Scientific or the Greek-Scientific course.

Bachelor of Science [B. S.] is conferred on all who complete the Scientific course.

Bachelor of Letters [B. L.] is conferred on all who complete the Letters course.

Two Bachelor degrees are conferred at the completion of certain other courses :

Master's Degrees.

The degree of A. M., Ph. M., M. S. or M. L., unlike that of LL. D. or D. D., is, in theory, not honorary, but a voucher for the recipient's actual and ascertained progress in some special line of post-graduate work ; while in practice these degrees have been almost universally conferred by American colleges without any reference to the preparation or fitness of the candidate.

The following regulations have been adopted in regard to the granting of the degrees of A. M., Ph. M. and M. S. and M. L.

The degree of Master of Arts will be granted to Bachelors of Art of Albion College, who shall have finished, in a satisfactory manner, a course of resident, advanced study in Albion College, for a period of at least one year after

graduation. The degree may also be granted, under similar conditions, to those spending two years in resident study in a non-professional department of another college, or three years in non-professional study *in absentia*. The work to be done in the two cases last named must, however, be equivalent in the aggregate to that required of resident graduate students.

A major, and two minor lines of work must be prosecuted, one-half of the total amount of work being upon the major course.

The course of study will be under the direction of the Committee on Graduate Instruction, acting with the heads of the departments in which the candidate desires to study.

Candidates will be required to present a thesis, and pass a satisfactory examination, either oral or written.

Bachelors of Art of other colleges, of satisfactory grade of scholarship, may receive the Master's degree after one year's resident study under the conditions specified above.

The same conditions will govern the granting of the Master's degree to Bachelors of Philosophy and Bachelors of Science. In all cases where the work to be done embraces original investigation and research, the candidate for any of these degrees may be required also to present exhibits showing the results of such work.

Thesis and exhibits must be submitted to the committee before the first of May, and candidates must present themselves for examination during the first two weeks prior to Commencement week. The examinations will be public.

The fee for the degree will be ten dollars.

The Committee on Graduate Instruction consists of Professors Delos Fall, Samuel D. Barr and F. S. Goodrich. Communications should be addressed to Prof. Delos Fall, chairman of the committee.

Diplomas.

A graduating diploma is given to the student completing a course of music in the Conservatory.

A graduating diploma is granted to each student completing a full course in the Theory and Art of Painting.

A diploma is granted to each student completing either the general business course or the short-hand and type-writing course in the Commercial Departments.

The above degrees or graduating diplomas are granted only on satisfactory examination and payment of the regular fee ; and the name of no student will be presented by the Faculty to the Board of Trustees for graduation till he has submitted to the Faculty the receipt of the Secretary for the payment of all dues, including the fee for diploma.

ENROLLMENT AND WORK OF CLASS OFFICERS.

1. Each term begins on Tuesday of the opening week, which day is devoted to the enrollment of students, the regular class exercises beginning on Wednesday—the day following—at 8 o'clock in the morning ; all absences counting from that time.

2. Class officers are appointed as follows : one each for the Junior and Senior classes, two for the Sophomore class, and three for the Freshman class. The duties of these officers are, to advise the students as to course of study, to register all students at the close of each term, and to make out their study tickets. Each study ticket must have the approval of the class-officer noted thereon before the bearer will be permitted to enroll in classes. These officers are supplied with the arrears cards of those under their charge.

3. All students in college at the close of each term are required to enroll on the last Saturday of the term with proper class-officers and have their studies arranged for the succeeding term, the tickets to be retained by the class-officers. Failure on the part of any student to attend to this duty involves an extra fee of one dollar.

4. Failure on the part of any student to enroll on the regular day for registration involves an additional fee of one dollar.

5. The schedule of each term is bulletined at least two weeks before the close of the term preceding.

PRIZES.

George Bowen Silliman Declamation Prize.

This is an annual prize of twenty-five dollars, established by Mr. L. Silliman, of Albion, in honor of his son, who died while a student in college. The prize is open to competition on the part of all Freshmen and Sophomores.

Willis W. Cooper Oratorical Prize.

This is an annual prize of twenty-five dollars recently established to promote excellence in oratory. It will be awarded for the first time next year, competition being open to the members of the Junior and Senior classes.

Greek Prizes.

Two Greek prizes are given this year, one for excellence in Biblical Greek, and the other for excellence in the third year Greek.

Peter Mulvany German Prize.

Beginning with 1898 the sum of twenty-five dollars will be awarded annually in two prizes—fifteen and ten dollars. Competition open to all students in the German Department who have had at least one year's work.

CONSERVATORY OF MUSIC.

Instruction is given in the Department of Music, in voice, piano, organ, stringed instruments, harmony and counterpoint, and history of music.

Voice.

Much attention is given to the department of voice culture. Owing to the increased demand for voice teachers, pupils are given such thorough training as will prepare them for this work as well as for the concert stage. Proper training of the voice demands that care shall be taken in laying the foundation, which consists in cultivating a proper method of diaphragmatic breathing, from which the tone should receive its entire support rather than in the muscles of the throat; and which, with correct dental placement, overcomes all difficulties of registers or breaks in the voice.

This, however, we believe to be the least of what constitutes the real art, for just as the painter or sculptor is most successful, who paints or chisels real life in his work, so with the singer, who impresses his hearers with the real thought of his music. Therefore special attention is given to the real art of interpretation as well as to technical difficulties.

Piano.

The course of study pursued on this instrument varies, according to the individual needs.

A general outline is as follows :

First. Technical exercises suited to develop the muscles of the fingers, hands and arms and to cultivate flexibility of same.

Second. Compositions by leading composers, intended to put into practical use, the hints already received in technic ; combined with the real art of musical interpretation.

Third. The study of the standard music of the old masters, as well as the compositions of our modern composers.

Pipe Organ.

A large pipe organ is at the disposal of the Conservatory. Students are advised not to begin the study of organ until they are well advanced in piano music.

Stringed Instruments.

No instrument is so capable of the expression of every shade of musical feeling, as the violin, viola or violincello.

Thorough instruction is given in this department of music and is founded upon the best methods for these instruments, together with the study of standard etudes, solo numbers and concertos. Opportunities are given for practice in ensemble playing and for public appearances in the recitals and concerts of the Conservatory.

Orchestra.

In connection with the Conservatory, there is an orchestra of about twenty-five members, composed of students and some residents of the city. Only students who are well advanced can enter the orchestra, but care is taken to prepare our pupils for such places, as rapidly as possible, that they may get the benefit of such important ensemble work.

Band.

There has been organized in the institution, a Cornet Band, which has been under training about four years. This consists of about twenty players, and under the leadership of its director, has gained much skill.

This the institution is able to utilize on public occasions and affords an opportunity for instruction and drill in this class of music *without expense* to the student.

Harmony and Counter-point.

The course in harmony and counter-point is, as laid out below, second to no two years course in America. This work is especially important, and very thorough work is required in order to finish.

The course is as follows.

First Term.

Definitions, scale writing, interval practice, simple cord formations, with drill in chord connection. Last few weeks of term given principally to harmonizing basses and sopranos.

Second Term.

Chapter IV, Richter's Harmony, with additional practice in harmonizing.

Third Term.

Suspensions. Part II Richter's Harmony with still further practice in harmonizing.

Fourth Term.

Modulations..

Fifth Term.

First term of Counter-point. Work in two, three and four part writing. Jadassohn's Counter-point used.

Sixth Term.

Single Counter-point in pure harmonic writing.

Public School Music.

We desire to call especial attention to the department of public school music. This branch of music is fast becoming one of the most important features of school work.

and it is especially important that those who expect to make teaching a profession should take up this work.

While this embraces the general principles of pedagogy, yet it is a study differing from all others in the school curriculum and necessitates a separate training.

There are only a few schools in the country where this is made a special study, and Albion Conservatory of Music is one of them. We are not confined to any one system, believing that a teacher should be able to demonstrate any system he is called upon to present, therefore the course is made a broad one. Every one anticipating public school work should take advantage of this course,

Choral Union.

The Albion Choral Union is composed of about one hundred voices, organized for the purpose of performing the best class of chorus music, viz, Messiah by Handel; Elijah by Mendelssohn; Swan and Skylark by A. Goring Thomas, etc, etc. Each member is subject to an examination, which, although not difficult, demands of each candidate, that he sing accurately as regards pitch, rythm, etc., and that he have sufficient range to successfully carry his part.

Conservatory Rehearsals.

All students of music are required to attend these rehearsals each Thursday at 4 p. m. This is one of the most important parts of our musical training, in many ways. The object of such rehearsals is to give experience to our pupils in making public appearances, as well as to enable them to hear the best music well performed; and by so doing, to build up a higher standard of musicianship.

General Information.

Regulations.

Students are under the regular college discipline.

No deduction will be made for absence from lessons, except in cases of severe illness of several weeks duration. In such cases the Conservatory will share the loss equally with the student.

No student is allowed to engage in teaching or receiving instruction in music outside of the Conservatory.

Full tuition payable strictly in advance.

No lessons will be made up in vacation days, viz.: Thanksgiving Day, College Day, Washington's Birthday, Day of Prayer for Colleges and Decoration Day.

Music furnished, shall be paid for *when received, or at the following lesson.*

Requirements for Graduation.

Two studies are necessary for graduation, one of which must be Theory (including four terms of harmony, two terms of counter-point and three terms of musical history). The second study may be elected from the following: piano, organ, voice, violin and viola.

Students will not be allowed to graduate in less than three years, and more time will be required in case the pupil does not attain the necessary degree of proficiency.

Diplomas will be granted by the Trustees of the College upon the recommendation of the Conservatory Faculty.

Free Privileges.

Choral Union meeting once each week.

Orchestra to all well advanced.

Musical History, to students taking full work in the Conservatory.

Weekly rehearsals by students. College and Conservatory libraries open to all in the Conservatory.

SCHOOL OF PAINTING.

The aim of this department is to conduct the pupil with thoroughness from the simplest rudiments up to a knowledge of the higher branches of art, giving, as far as possible, a perfect understanding of all the work entered upon. It will be seen by reference to the Course of Study in Painting, that the student receives instruction in the elementary courses of drawing. These can be taken in the class with others who are in this and the Literary departments. Then, special and individual attention is given to the study of object drawing, drawing from casts, perspective, landscape, figure, flower and fruit painting, in oil, water colors and pastel ; decorative painting and design.

The Art Department connected with the College adds much to the needed practical side of education.

Prof. Thompson of the Worcester Technical School, tells us that "A boy who spends two hours a week in drawing, and the rest of the time in working at the bench, learns his business faster, and becomes more skillful in it, than one who works all the time." Again, "It is calculated that the productive efficiency of every machine shop would be increased thirty-three per cent. if every journeyman could read any common working drawing and work by it."

But it is well known that art study, besides having a tangible value in its relation to manufacture, is designed to promote improvement in taste. The highest and best purpose of any attainment is that which ministers to the intellectual and spiritual wants of man.

Painting cannot be successfully followed by one ignorant of such truths in the sciences as bear directly upon the art. Anatomy, Natural Philosophy, Botany, Chemis-

try, etc., cannot be taught in the private studios as effectively as by departments having these studies in charge, and these studies can be pursued by students of painting without interfering with their hours for lessons.

Landscape study from nature is much more easily and agreeably accomplished here at Albion than in the large cities, as the College buildings are located near the open country, and many beautiful scenes are found along the Kalamazoo river, not a quarter of a mile from the studio. Especial attention is given to this branch during the Spring and Fall terms.

Students or pupils outside the College, may enter at any time during the year by making special arrangements with the head of the department.

Method and Scope of Work.

Fifteen hours per week.

Course I.

Beginning with outline drawing in charcoal from simple objects.

Course II.

Drawing in charcoal from simple casts, cubes, spheres, etc., with instruction in perspective.

Course III.

Outlining and shading from casts of different parts of the human figure, and perspective talks.

Course IV.

Drawing from still life and simple casts, in charcoal.

Course V.

Head and figure antique cast work.

Course VI.

Full length antique figure work. Still life color work.

Course VII.

Antique work. Charcoal work from nature.

Course VIII.

Color and black and white work from nature.

Course IX.

Color work from nature, and black and white work from living models.

Course X.

Color work from living models.

Sketch Class. One hour per week. Free to students in Drawing classes ; \$1.00 per term to non-members.

Art History Class. One hour per week, free.

Public School Drawing \$2.00 per course.

Decorative Painting.

This department of the School of Painting was opened a few years ago. The interest is growing, and much pains is taken to provide that which is beautiful and complete in this art. The work is all completed here—setting the colors by heat, etc.

The charges for instruction in the School of Painting—which are moderate—will be found on a subsequent page.

Full work demands the attendance of the student sixteen hours a week.

THE COMMERCIAL SCHOOL

Is located in pleasant and well equipped rooms occupying the south half of the first floor in the North College building.

The object of this department is two-fold :

1. It gives to all who may wish to engage in business pursuits an opportunity to fit themselves in the most practical manner possible.

2. It affords an opportunity to all students at their option to take some work in the Commercial or Shorthand courses as a part of any literary course, and receive some credit for the same.

Anyone with good moral character and sufficient ability to pursue the prescribed studies can enter at any time and pursue any study he desires. Our instruction in book-keeping, penmanship, shorthand, type-writing, etc., is largely individual and so may be taken up with profit at any time, but we would suggest that it is to the student's advantage to enter at the beginning of a term, and to those who wish to graduate with the June Class, at the beginning of the Fall term.

This School

Has as complete and thoroughly practical courses of instruction as any Commercial School in the land ; no part of them being superfluous, every element being essential to the achievement of that success to which every ambitious young person looks forward, whatever may be his vocation.

Our business course is laid out with the idea of giving the student about eight or nine months of work, and the shorthand about four to six months work. By some they may be finished in less time, depending upon the ability,

experience and application of the student. We allow the student pursuing the Business Course credit for Grammar and Civil Government when he has studied and passed examination in these branches in some other reputable school or college and brings us a certificate to that effect. This allows more time to be devoted to the other branches of the course and thus enables the student to complete the same in less than the regular time.

Business Course.

Everyone knows that a business education is one of the requisites of a young man or a young woman who intends to engage in mercantile pursuits, and is a stepping stone to places of honor in the business world. If a young person does not intend to follow some mercantile pursuit a practical education obtained at a good business college will prove of immense value to him anyway; if a person follows a profession or a trade he needs to be in possession of a knowledge of business affairs along with his special training. A business education is also of value to the young man who intends to follow farming and be successful. The successful farmer nowadays conducts his farm on business principles, and to do this he must have some knowledge of business methods and accounts. In view of this we have prepared, and give instruction in, the same to those who desire it, *a system of book-keeping especially adapted to the keeping of farm accounts*. It embraces the same work as the regular business course until the student reaches the advanced work, when practice and forms which are especially adapted to farming, stock growing and shipping are introduced. Students in this work may pursue the other regular advanced work also, if they so desire.

The branches included in this course are : Book-keeping, Commercial Law, Spelling, Business Practice, Grammar, Business Writing, Business Arithmetic, Correspondence, Civil Government.

Book-keeping.

Book-keeping is a science as well as an art, disciplining the mind by a careful study of its principles, becoming a most attractive study and of the greatest practical importance, thus occupying a legitimate place in the field of liberal education. There are certain underlying principles of book-keeping which must be understood by the student before he can become a proficient book-keeper. The student uses a text-book and studies the theory; he is shown the elements of book-keeping; is taught the meaning of debit and credit and given a clear and exhaustive explanation of same by talks, blackboard illustrations, and individual instruction. After he has become familiar with the theory he is given work in

Business Practice,

which illustrates the principles of actual business and gives the student an opportunity to apply the knowledge acquired in theory work. He has no text-book in this work, but conducts the affairs of a business on his own account, directed by a program or schedule of business operations. The actual performance of the business transactions or operations will leave on the student's mind a more lasting impression than merely studying about them or seeing them illustrated as they are in the text-book.

A scheme has been completed by which our students in this department have been brought into trade and correspondence through the mails with students in some of the best business schools in this and other states. This scheme works admirably. It fascinates the student from the beginning, holds his closest attention, and calls out his best efforts. It teaches him the customs, forms, correspondence, and practice of business as no other way can do. All buying and selling is done upon the markets, a daily report of

which is on file where all can consult it. Every business form, such as notes, drafts, checks, invoices, receipts, bills of lading, account sales, statements, etc., and every variety of business letters are called into use, and receive the same prompt and careful attention that is required in actual business.

This plan insures a thorough drill in office work to a student who completes the course, as it is necessary that each school be provided with Banking, Commission, Transportation and Wholesaleing facilities. In this department he is given work to do and is advanced from time to time until he has filled the various positions in each, such as bill clerk, book-keeper, cashier, general manager, etc. The subordinate positions vacated by him as he is advanced are recruited from the theory class. To carry on this work successfully we have our office department provided with large office books, necessary blanks, letter press, etc. The work in the various offices the student finds exceedingly interesting and profitable to him. The responsible positions in which he is placed from time to time in each, teach him the many responsibilities falling upon those who are engaged in such positions in real business; and the knowledge of accounts, forms of various business and legal papers, office methods, the different kinds of business transactions and the laws governing the same, which he obtains in such training, prepares him to accept situations when offered, which will ultimately lead him to positions of honor, influence, and profit in business circles. The aim and result of such work is to give the student an idea of what is expected of young men who intend to follow a business career, and that to be successful in any vocation a close attention to all details of the same is absolutely necessary.

Business Arithmetic.

Much prominence is given to this subject in our course, and aside from the regular text-book work we endeavor to make the student proficient in this direction by means of class drills in rapid calculations and short methods.

Commercial Law.

Instruction in this subject is by means of lectures on the various subjects and thorough class work, in which a most excellent text-book is used. The subjects to which especial attention is given are Contracts, Negotiable Paper, Agency, Partnership, Shipping, Insurance, Liens, Real Estate Conveyance, etc. The laws in regard to these subjects are of such importance that he should have a general knowledge of them.

Grammar and Correspondence.

The student is instructed and drilled in the form and composition of all kinds of business letters.

Civil Government.

It is important that the student receive thorough instruction in this branch in order to be able to assume the duties of citizenship.

Business Writing.

We teach a plain, bold, rapid business hand, such as is called for in correspondence and book-keeping work. We aim at neatness, legibility and rapidity, to the total exclusion of all superfluous lines and flourishes. We are also prepared to accommodate any one desiring to do work in ornamental penmanship.

Spelling.

In teaching spelling we use a series of lessons forming a complete collection of difficult common words, with definitions, pronunciations, and rules concerning capitals.

Shorthand Department.

The demand by business concerns, literary men, corporations, etc., for young men and women to act as stenographers and typewriters is constantly increasing. It is carefully estimated that scarcely one-twentieth of the business concerns that could use stenographers with profit are at present employing them. But in time all will use them. As a vocation for women there is none more remunerative or respectable.

There are many small business houses whose correspondence is not sufficient to permit the employment of a person who can do only stenography and typewriting; but they will, and do, employ some one who can act as stenographer and make himself useful during the remainder of the time as assistant in book-keeping, filling out business papers or doing other office work.

Four-fifths of the persons who apply to us for stenographers and typewriters desire some one who is a good, plain writer and can assist as book-keeper and in other office work. Hence it is greatly to one's advantage to pursue the study of shorthand and typewriting in a school where thorough instruction in book-keeping, business forms, penmanship and office methods may be received at the same time. Business men and others desiring the services of stenographers *demand* that they have a thorough knowledge of the English branches. We have excellent facilities for giving thorough instruction, to those who need it, in all of these branches *without extra charge* to the student, while he is pursuing the work in the Shorthand Course.

Shorthand is Useful

To ministers, to lawyers in making memoranda of legal points and testimony of witnesses. To all classes of stu-

dents, in taking full notes of their school lectures, and by helping to pay their college expenses.

The full shorthand course includes Shorthand, Type-writing, Grammar, Correspondence and Spelling.

What System?

There are many systems clamoring for recognition, but *very* few worthy of consideration. Our investigation leads us to the conclusion that the Graham shorthand is the best system in use today. The main reasons leading to its selection are briefly given, and the student will do well to ponder upon them and accept them as conclusive:

It is the oldest system so far as any considerable use is concerned.

It is in more general use than any other system. Of the 34 official stenographers in Michigan, 31 are Graham writers, and more than one-half of the official stenographers of the country write the system. These facts to the young stenographer should not be overlooked, not alone that it indicates the value of the system as being the choice of so many intelligent persons, but also for the reason that the entrance into position is frequently facilitated because of being a writer of the same system as his predecessor; besides, there is a prejudice among business men who employ stenographers against any system that is not considered a standard. Graham shorthand is one of the systems easiest learned. Its principles once mastered their application is plain. It is not a system of abbreviation for memorizing. A new word before unheard of is as easily written as an old one, while the mental strain is much less.

The instruction in this department is entirely individual, thus affording the pupils an opportunity to progress as rapidly as they can. The time required to complete the course varies from four to six months according to the ability and application of the student.

Speed Class.

Our classification is such that persons who have mastered the principles of shorthand through self study or who are writers of kindred systems can be placed in such classes as will meet their needs and insure their advancement. We will admit into our *Speed Class* students of Pitman, Munson, Longley, Haven, and other varieties of shorthand and give them valuable aid without requiring them to change their style of writing.

Typewriting.

Special care and attention are given to the students in this work. A certain amount of work is assigned to do on the typewriter, and when done is carefully inspected by the teacher, and if incorrect the student is required to perform it again. The teacher in charge will give personal attention to students every day, requiring a certain amount to be written on the machine from dictation, thereby requiring more care on the part of the student in his work with the machine, which will certainly make him more expert in the use of the same. The instructor is an expert typewriter, understanding thoroughly the different methods of fingering for gaining speed in practicing, the different parts of the machine, the proper use and care of it, etc., in all of which the student will be thoroughly instructed. We use only standard machines in our school, the Remington and Smith-Premier having the preference.

The work in Grammar, Correspondence, and Spelling is the same as outlined in the regular Commercial Course.

Diploma and Positions.

Upon the satisfactory completion of the prescribed Business or Shorthand course, the student is granted a diploma. We do not guarantee positions to our graduates—no honorable school will do this—but we always take

pleasure in recommending or aiding a worthy student, who is well qualified, in every effort to secure a situation. There is an increasing demand for amanuenses and book-keepers who are willing to work, and one who thoroughly prepares himself is almost sure of obtaining profitable employment.

During the past year we have had more calls from business and professional men for students to do stenography and book-keeping and other office work than we could supply.

Special Advantages.

This school being one of the departments of Albion College, it possesses several advantages not found elsewhere. The students all meet together once each day for chapel exercises. The benefits to be derived from attending the college literary societies are inestimable. Some of the best musicians and most eminent lecturers may be heard here each term. The college library, containing over *thirteen thousand* volumes, may be used by all students. Fully equipped gymnasium open and free to all students. Students taking a full course may pursue any study in the Literary department free of charge.

For rates of tuition see table of expenses.

Books and Stationery.

The books and stationery required for the Commercial course will cost about \$10 to \$15. For the Shorthand and Typewriting, about \$3 to \$4. The Penmanship Course will require only a few quires of good paper, pens and ink, that will cost but a small sum.

We request all persons who contemplate entering a school of this kind to call on us, inspect the workings of the school, or write us before entering any similar institution.

For any further information or special catalogue concerning the Commercial School, address the Principal, G. S. Kimball, Albion, Mich.

Business Course Outlined.

FALL TERM.	WINTER TERM.	SPRING TERM.
Book-keeping and Business Practice. English Grammar. Penmanship. Commercial Arithmetic. Correspondence. Spelling.	Book-keeping and Business Practice. English Grammar. Penmanship. Commercial Arithmetic Commercial Law. Spelling.	Book-keeping and Office Work. Commercial Geography. Penmanship. Commercial Arithmetic. Civil Government. Rapid Calculation.

PRIZE.

A friend of the college offers a prize of \$10.00 in Gold for the best set of blanks written on Book-keeping embracing the work in the Business Course. The prize will be awarded at the end of the college year, 1897-'98.

COST OF AN EDUCATION.

Two questions commonly arise in the minds of young people who possess scholarly tastes: (1) Does a college education pay? (2) Is it possible to meet the expenses that must be incurred in taking a college course? That colleges offer opportunities for the gaining of an education that cannot be obtained elsewhere everybody knows. And that the scholarship secured is of great value in the broadening of the intellectual view and in the discipline of the mental powers is clearly apparent. Not only in the professions but for business and intelligent and influential citizenship, the mental culture gained in college and the habits of discriminating thought acquired give to the individual an immense advantage in practical life. One-half of the highest places of trust and power are occupied by college graduates, while not more than one person in five hundred takes a college course. In the competition between those who have had college training and those who have not had this training the chances are 500 to 1. In view of this extraordinary fact it is natural that the question shall be raised, "Can I get the means to defray the expenses necessarily incurred in prosecuting a college course?"

The fact must not be covered up that it costs time and money and energy to go through college. Everything that has value costs, and he who does not appreciate the problem on the cost side has a poor mental outfit to begin college work. Four years of time at least must go into his education; also four years of turning aside from business and whatever else might take up his thoughts. In addition to this, board and books must be provided which cannot be procured without money, or labor, which is.

equivalent to money. But every young person can go through college unless he is an invalid or is kept at home because of imperative home demands.

The following points are worth noting :

1. Some students find opportunities for manual labor by which they defray expenses of board in part or in full.

2. It is not an uncommon thing for students to board themselves, in which case the living expenses are reduced to one dollar a week, or less.

3. Very largely students form boarding clubs in connection with which the cost is about two dollars a week. These clubs are managed on a principle to secure excellent board at something below usual rates.

4. Board costs in private families usually about two dollars and fifty cents a week, in some places less than this. Rooms are provided at 50 or 75 cents a week.

There is an incidental fee of seven dollars a term. There is no charge for tuition either in the Preparatory School or the College of Liberal Arts. Thus it will be seen that the money to be paid as personal expenses is a comparatively small sum. The cost of books will vary, depending on the studies pursued, but a Co-operative Association exists in the institution through which books can be purchased at a considerably reduced rate.

Students who are economical and who exert themselves to find employment during the school year or in vacation can, in almost every case, defray their expenses from their earnings; statistics have been gathered from the different pupils showing that a very large number are paying their way mostly by personal work. Industry, tact and push will provide the means to carry any one through college. He who resolves to get a college education can do so in spite of every difficulty, except poor health.

EXPENSES.

TUITION FREE—In the College of Liberal Arts and in the Preparatory School.

The following tables exhibit the charges made in the several departments.

College.

INCIDENTALS.

For the term\$ 7 00

OTHER CHARGES.

Matriculation fee, paid but once, for the whole course.....\$ 5 00

Tuition..... Free

Graduation fee..... 5 00

Commencement expenses for each candidate for graduation..... 5 00

For Master's Degree examinations and diplomas..... 10 00

Students in Chemistry deposit at the opening of the term, to cover cost of material used..... 5 00

Students in Laboratory Course in Biology deposit..... 3 00

If balance to their credit at the end of the term, it is refunded.

Sub-Collegiate Department.

INCIDENTALS.

For the term.....\$ 7 00

TUITION, ETC.

Instruction Free

Matriculation fee, if College studies are taken, paid but once.....\$ 5 00

Normal Course.

Tuition, for the course, if paid in advance.....\$ 6 00

If paid by the term as work is taken—for whole course..... 8 00

Conservatory of Music.

Piano or Organ.

INCIDENTALS.

One lesson a week—per term.....\$ 1 75

Two lessons a week—per term..... 3 50

TUITION.

Private lessons, twice a week—per term, 45 minutes each.....\$20 00

Private lessons, once a week—45 minutes each..... 10 00

*In class of two, twice a week—per term..... 15 00

*Incidental fee is same as for one private 45 minute lesson.

Violin, Cello, Etc.**INCIDENTALS.**

Two lessons per week.....\$ 2 00

TUITION.

Two lessons, one-half hour each.\$14 00

Cornet, Guitar, Banjo, Etc.**INCIDENTALS.**

One lesson per week.....\$ 1 00

Two lessons per week.....\$ 2 00

TUITION.

One lesson per week.....\$ 6 00

Two lessons per week..... 12 00

Harmony.**INCIDENTALS.**

Two lessons per week.....\$ 2 00

TUITION.

Two lessons per week, one hour each.....\$ 4 00

Vocal Music.**INCIDENTALS.**

Two lessons per week.....\$ 2 00

TUITION.

Two lessons—one-half hour each.....\$14 00

Instruction in Choral Union..... Free

Teachers' Class.**TUITION.**

One lesson per week, through term.....\$ 3 00

Orchestra and Band.

Instruction Free

Use of piano or organ, per hour, for term.....\$ 2 00

Graduating Diploma..... 3 00

Commencement expenses to each candidate for graduation..... 3 00

When literary studies are taken in connection with music, an *additional* incidental fee is charged of..... 3 50

Special arrangements may be made for those who come from out of town for each lesson.

School of Painting.

INCIDENTALS.

Per term.....\$ 3 50

TUITION.

In oil painting, water color, India Ink, etc.....\$30 00
 Single lessons with no incidentals..... 60
 China painting and other decorative work, single lessons..... 60
 If literary studies are taken, an additional incidental fee of..... 3 50
 Graduating diploma..... 3 00
 Graduating expenses, to each candidate for graduation..... 3 00

Commercial Department, Business Course.

INCIDENTALS.

On regular course—per term.....\$ 2 00
 For shorthand and typewriting—per term..... 1 00

TUITION.

In general course, first term.....\$ 20 00
 In general course, second term..... 17 50
 In general course, third term..... 12 50

Besides the regular courses there will be classes to accommodate those from other departments who wish to take special work, as follows:

INCIDENTALS.

Per term for each of the following studies.....\$ 50

TUITION.

Book-keeping, per term, five hours a week.....\$ 6 00
 Book-keeping, per term, three hours a week..... 5 00
 Penmanship, per term, five hours a week..... 4 00
 Penmanship, per term, three hours a week..... 3 00
 Commercial Arithmetic, five hours a week..... 4 00
 Commercial Law, three hours a week..... 4 00

Shorthand and Typewriting.

INCIDENTALS.

For the term.....\$ 1 00

TUITION.

Instruction, per term.....\$15 00
 Typewriting alone, per term..... 5 00
 Supplemental to full course for those who desire to do this work..... 10 00

GRADUATION.

Students in Commercial department are charged at graduation for diploma..\$ 3 00
 Commencement expenses..... 1 00

Gymnasium—Instruction and Training.

Students taking work in the class.....	Free
Persons not students—in class—per term....	\$ 5 00
Private lessons—per hour.....	1 50

General Statements.

It will be seen that *no tuition* is charged for instruction in literary studies, tuition only being required for instruction in music, painting or commercial studies.

It will also be perceived that the charges for instruction in music depend on the amount of instruction received. The schedule of prices ranges all the way from \$4 to \$20 or \$30 a term. It is at the *option of the student*.

No part of incidentals or tuition in any department is refunded when student leaves before the end of the term, unless by special arrangement.

Payment of incidentals entitles the student to the use of the Gymnasium and instruction in gymnastics, use of baths, etc., without additional charge.

GYMNASTIC TRAINING.

A Gymnasium for the use of the students was completed in 1892. A description of the building appears elsewhere. It is heated with steam, lighted with electricity, and supplied with all modern appliances.

The gymnastic training and work of the young men is under the direction of two of the professors who have given much attention to the methods that should be employed. Associated with them are committees on whom is devolved considerable direct and practical responsibility. The work is systematized both as to time and character of exercises engaged in. The object of the Gymnasium is to supply the means of physical culture and to preserve the health of the student while in college, so that more mental work can be done during his stay in the institution. It is believed that gymnastic training can be so wisely prosecuted that the strength of the physical manhood may grow with as much certainty and regularity as the intellect develops under systematic and vigorous study. Every person leading a sedentary life—whose occupation does not call for bodily activity—will find great value in such exercises as are practiced in a well-ordered gymnasium.

It is well known that the term gymnastics and athletics are not synonymous. The latter is often carried to an extreme that is decidedly harmful. We fully endorse the action of the college section of the Michigan State Teachers' Association, (a) "That an earnest effort be made by all friends of athletics to improve the moral tone of athletic contests. (b) That we urge that the rules of foot ball be so modified as to guard against brutality and to minimize

the danger." We are sure that out-door sports can be so conducted as to promote health and avoid immoral tendencies while they contribute to college spirit.

The objections sometimes urged against what is popularly called athletics are not incident to a well-ordered gymnasium. The purpose here is to secure physical culture on the part of the entire company of students, strengthening the bodily forces of such as are in health, and correcting deformities and physical weakness of others. Gladstone affirms that the most essential need of the age is the cultivation of the body. During college days, while the mind and nervous system are being taxed, the physical being should receive constant care, both to meet the strain incident to earnest college life and to fit for the labors of coming years.

Much attention is given in the college to physical culture among young women. The results have been very gratifying. Here, as elsewhere, most satisfactory results have followed the faithful practice of prescribed exercises in cases of lateral curvature of the spine, round shoulders, narrow chests, weak lungs, and many other defects and infirmities.

The work among the young ladies is under the direction of a very competent lady who gives her whole time to the duties of her position. Regular class work is given three days in the week. Sweedish Educational Gymnastics extend throughout the first year. Apparatus is added after the first term. Special developing exercises are prescribed as are also exercises for individual bodily deformity.

The second year Delsarte Physical Culture is taken up with primary instruction in Delsarte Philosophy. Careful voice training constitutes a part of the daily instruction through the entire course. Strength and clearness with sweetness of tone are the qualities sought.

GENERAL STATEMENTS.

Closing Examinations.

1. All students must be present at examinations and the closing recitations of the term, or no credit will be given for the work pursued.

2. Students absenting themselves from the closing or examination work will not, unless such absence was caused by sickness or other unavoidable conditions, be allowed to take the omitted examinations until they occur in regular order with the next class.

3. All conditions must be removed within a year from the date of the examination, or else the student will be marked "Not Passed," thus requiring that the work be taken over again in class.

4. Work marked incomplete must be completed within a year if credit is to be allowed.

5. No credit will be granted students for work on which they are marked Not Passed, until they have satisfactorily pursued the same again in some regular class.

Attendance.

1. Persons coming to Albion for the purpose of entering any department of the college are subject to its government from the time of their arrival; and whenever a student has entered college he is under its jurisdiction until his connection is formally closed by graduation or otherwise.

2. Students who are not in their places at the opening of the term, if minors, must present written excuses from their parents or guardians for their delay; and if not minors must give a satisfactory excuse for such delay.

3. Uninterrupted attendance upon college duties during term time is required. Under ordinary circumstances visiting home or friends is discouraged.

4. No student is permitted to leave town without the President's permission.

5. All delinquencies, such as tardiness, deficiency, offenses against good order in the recitation rooms, are dealt with by the professors of the departments. Flagrant cases are reported to the President or Faculty.

6. Students who at the close of the term do not expect or desire to remain the following term *must apply for leave of absence or honorable dismissal* from the institution. Unless dismissed or excused they are subject to the regulations and government of the college. *Unexcused absence works forfeiture of privileges* heretofore gained by enrollment or matriculation.

Rules and Regulations.

We do not print a code of rules in the Year Book. This publication is for the purpose of information on the educational aims, appliances and methods of the institution. Indeed the great body of college law must be unwritten. It need not and can not be put on the printed page. As to the prohibition of the different forms of vice, there need be no formal statement, as no reputable college would allow known immorality.

The institution expects manliness on the part of the young men, and refined, lady like deportment on the part of the young women. While the special aim of each student is the acquisition of scholarship and the fullest culture of the mental powers, that education is incomplete in which character receives less attention than the intellectual faculties. But with high moral aims there should be that which is becoming and refined in social life. The relations of the young men and young women are expected to be elevating, and no condition affords better opportunity for the exercise of social amenities than the daily com-

mingling of young people in the midst of an atmosphere of learning and progressive scholarship. Students upon entering the institution soon come to understand what is the real standard of moral and social life, and the principles to be observed and cherished in order to secure the largest measure of good. Irregularities which betoken a coarse nature work a forfeiture of college privileges. The Faculty may terminate the connection of any student with the institution whenever it is apparent that his presence is prejudicial to good order and the pursuit of scholarship. Indeed, noble character—including the mental and moral—should be the chief aim of college life. There are certain prudential requirements relating to rooming, boarding, hours of study, etc., which all students come readily to understand.

CHAPEL SERVICE.

On each school day at 9 a. m. religious services are held in the College Chapel which all students are required to attend. Disregard of this regulation works forfeiture of membership in the institution. Aside from the benefits to be derived from these devotional services the students have an opportunity each day to meet the President and Faculty for guidance in their work. The unity of movement and the largest efficiency in the prosecution of their studies can not be secured without the daily convening of all the students.

CHURCH ATTENDANCE.

On Sunday morning students are required to attend public worship at such church as they or their parents or guardians may select, and each student is expected to be uniform in his attendance at the church of his choice. Attendance upon the following is optional: On Thursday evening is held the general weekly prayer meeting, which though a voluntary service, is attended by a majority of the students.

SOCIETIES.

No literary or other society can exist in connection with the institution unless by permission granted after the Constitution and By-Laws of the same shall have been submitted to the Faculty for examination, and shall have received their approval. Whenever the workings of any society shall be deemed prejudicial to the interests of the institution, such society will be dissolved.

The times and places of the meetings of the societies will be subject to regulation by the Faculty ; and all meetings, whether of regular societies or of any other body of students, shall be open for the attendance of any member of the Faculty or of the Board of Trustees.

No society in the college may invite any lecturer to address them in public until the name of the proposed lecturer shall have been laid before the President, and he shall have given permission to extend the invitation.

There are two literary societies connected with the college, the Erosophian Society and the Eclectic and Atheniades Society. These organizations are expected to do work up to the grade of college culture—essays, orations, debates, literary criticism, etc. All the students in the Preparatory school have weekly rhetorical work, either in classes or special associations organized for the same.

There is among the young women a literary organization called the Ladies' Library Association, which carries forward its work by the employment of eminent lecturers, the profits accruing being devoted to the purchase of books for the library.

There is an association which publishes a paper issued once a week. There is also a literary monthly published in the institution.

The literary societies have fitted up elegant apartments in which to hold their weekly meetings.

Associations for the Study of the Bible and for Doing Religious Work.

There are three distinct organizations of this class in the college. No institution of learning can meet all the proper demands of the age in the sphere which it occupies without taking up some definite lines of religious effort. And surely in connection with general provisions for mental culture and educational improvement, in the midst of a Christian civilization, that which has shown itself to be the inspiration of thought and the most potent agency of progress, namely the Bible, should receive very special attention. In college the Book of books should not be neglected.

Y. M. C. A.

I. The Young Men's Christian Association was organized several years ago and is having a vigorous life. It offers a splendid opportunity for all young men in the college to secure Christian growth and to do personal religious work.

II. As an organization it expends its energies along several lines, two of the most important being those of Bible Study and Missions. For the year 1896-97 there were seven courses of Bible study offered, each of which was under the charge of a competent student leader. About fifty young men of the college availed themselves of the opportunity for studying the Word of God offered by these classes, and as a result not only has a better knowledge of the Bible been secured but a deeper spirituality is apparent in the student body. The association endeavors to send each year two or three men to the Lake Geneva Summer School for special training in the various departments of Christian work.

III. Interest in Christian Missions is advanced by

practical methods. The young men of the college support a student in the Theological School in Tokio, Japan.

IV. A progressive course in the study of missionary problems is a prominent feature of this department. Excellent courses in the History, and Methods of Missions, and in Missionary Biography have been pursued by a large class, composed entirely of students. There is also a Student Volunteer Band, consisting of students who purpose to enter the foreign field. This year eight students have been received into the band.

V. Besides the special department work the association holds devotional services Sunday afternoons at the association rooms.

Y. W. C. A.

The Young Women's Christian Association is one of the prominent agencies of Christian work in Albion College. The membership for the year 1896-97 has exceeded 60. Meetings (gospel) are held each Sunday afternoon, which are very helpful and interesting, and once a month a union missionary meeting is held with the Y. M. C. A. There are six classes taking up Psalms, Gospel of John, Acts, Romans, and Personal Work, and all are under the leadership of those who have received training at Lake Geneva or Northfield. The coming year there will be at least nine classes organized, open to all young women.

The social department is by no means one of the least important in the work. New students are always greeted by a committee and assisted in any way necessary. Receptions are held at the opening of each term. The association aims to be *inter-denominational* and to make a Christian home for every young woman who enters our college.

Epworth League.

The Epworth Leagues throughout the state have rendered the college very valuable service. In many towns

they annually observe Albion College Day with appropriate services. They have contributed funds towards the endowment of the Chair of the English Bible. They have practically adopted the college as their own special institution of learning by enrolling, in large numbers, as students in the same. The college is therefore eminently an Epworth League School. It has therefore seemed a fitting thing to do to organize in the institution a College Epworth League. We believe this is the only literary institution in the country in which a purely college league has been organized.

The school thus shows that it very cordially welcomes to the college Epworth Leaguers from this and other states, and through this organization will do all it is possible to do to create here a home feeling and aid them in gaining the largest measure of good as students in the institution. The league invites attention to a few facts and matters of interest. Secretaries of home leagues and pastors of churches are earnestly requested to see that all members of young people's Christian societies bring letters of membership on entering the college. This will entitle the holder to membership and all the privileges of acquaintance and work.

If any league desires a speaker at any time from the student body for College Day exercises, one will be furnished on application to the president or secretary of the college chapter with no expense except that of travel.

Many members of the college chapter have paid their own way in school.

Information as to how a young person can get through college will be sent free on application to the secretary of this league.

The regular work of the college necessitates only a slight modification of the methods in other chapters,

therefore trained leaguers are being graduated every year. The regular devotional meetings are held at half past two every Sunday afternoon. The league Bible classes meet at some hour convenient for the particular class, but usually at 9 o'clock on Sunday morning. These are directed by skilled teachers who have modern methods and appliances.

There is a project now under consideration to erect an Epworth League building somewhere upon the college grounds. This will not only be arranged for devotional meetings, but will also be used for the monthly business meetings, which are social gatherings and are enjoyed by the members.

CO-OPERATIVE ASSOCIATION.

One of the great items of expense to a college student is books. He must read much and read thoroughly. In order to do this well he must not depend upon borrowed books, but must have books of his own to which he may refer frequently.

The Albion College Co-operative Association was organized December, 1893, for the purpose of furnishing text books and all other books to the students, Faculty and alumni at reduced rates.

From the first the association has had phenomenal success. It has reduced the price of books from 10 to 40 per cent.; and at the same time has been put upon a firm paying basis, as it has the hearty support of the student body. During the short time it has been doing business it

has sold nearly \$15,000 worth of books, all of which have been sold directly to students and members of the Faculty.

There is a growing tendency on the part of the students to form libraries of standard books, and thus their work in the class room is greatly facilitated. Any book may be procured through the association whether it is kept in stock or not.

We have at present 298 members. Upon the payment of a fee of one dollar any student or former student is entitled to life membership, with all the privileges attaching thereunto together with an additional discount upon all books purchased.

CANDIDATES FOR GRADUATION.

Degree of A. B.

Brooks, Alton Matthew	Davis, Helen Alicia
Dunster, Frank E.	Hungerford, Hattie E.
Shackley, Mabel	Tullar, Edgar Collins
Vincent. Maude Marian	

Degree of Ph. B.

Boss, Harriet Elizabeth	Collins, Mabel Rebekah
Conway, Wickliffe Mel-	Corbin, Ernest
bourne	Dean, Susan E.
Goss, Etta C.	Hanson, Willis E.
Marsh, Sarah Belle	Spencer, Dean Swift
Woods. Josephine	

Degree of B. S.

Burnett, Walter Everett	Gulick, Claire Wilfred
Harrow, Herbert Stephen	Horton, Robert Elmer
Lyons	Seaman, Dana Amariah
Suydam. Lee Abraham Washington	

Degree of B. L.

Ott, Anna Gertrude	Pearce, Harvey Glenn
Smith, Robert Campbell Parsons	

Degree of A. M.

Hopkins, B. Smith	Seeley, McKendree Thomas
Simmons, William Henry	

Degree of Ph. M.

Ford, Richard Clyde	Mattice, Asa Edson
Rood, Clement Eugene.	

Conservatory of Music—Diploma.**Piano.**

Allen, Alta Mae	Carr, Maude S.
Hallenbeck, Maud	Loud, Genevieve
Martin, Meda Madonna	Tefft, Bessie Alberta
Woodworth, Ora Verona	

Voice.

Cole, Margaret L.

Commercial School.**General Course.**

Albertson, Earle David	Bilsborrow, Charles Bert
Bartholomew, Forrest	Blackmar, William S.
Clark, Leon Ed.	Cooper, Oscar Hugh
Ferguson, Henry Bruce	Gardner, Roy D.
Jacobs, Carl Lee	McArdle, Mary Louise
McCormick, Erwin D.	Miller, Marion
Orr, Addison Clare	Orr, Octie Lloyd
Rozek, Pauline Catharine	Reed, Marc Crane
Roether, Henry Earnest	

Shorthand Course.

Auchard, Rita	Heath, Orrie M.
Clark, Leon E.	Lampher, Walter N.
Gardner, Roy D.	Pullar, Laura M.
Rosek, Pauline C.	

Candidates for State Teachers' Certificates.

Brooks, Alton Matthew	Collins, Mabel Rebekah
Conway, Wyckliffe Mel-	Dunning, E. Clarence
bourne	Dunster, Frank E.
Graham, Hugh A.	Gulick, Claire Wilfred
Hanson, Willis E.	Horton, Robert Elmer
Hungerford, Hattie E.	Marsh, Sarah Belle
Mattice, Asa Edson	Seaman, Dana Amariah
Spencer, Dean Swift	Suydam, Lee Abraham Wash-
Vincent, Maude Marian	ington
Woods, Josephine	

STUDENTS IN COLLEGE OF LIBERAL ARTS DOING SPECIAL WORK.

Ball, Rosa, B. S.....	Albion
Dickie, Clarissa.....	Albion
Dunning, E. Clarence, A. B.....	Woodstock, Ill.
Graham, Hugh, Ph. M.,.....	Calkinsville
Zimmerman, Marie.....	Albion

Graduates Studying in Residence for the Master's Degree.

Ford, Richard Clyde.....	Albion
Hopkins, B. Smith.....	Owosso
Mattice, Asa Edson.....	Concord
Miley, Nettie Pearl.....	Lake Odessa
Rood, Clement Eugene.....	North Branch
Seeley, McKendree Thomas.....	Albion
Simmons, William Henry.....	Albion

Students Studying in Absentia for the Master's Degree.

Anderson, Esther Kulp.....	Grand Rapids
Bailey, Mary Taylor.....	Hillsdale
Cannon, Mabel Janet.....	Deerfield
Dodds, Frank E.....	Fairfield
Elder, Fannie.....	Kalamazoo
Fiske, Clarence Adelbert.....	Chicago, Ill.
Garfield, Mary Harwood.....	St. Joseph
Hamilton, Amanda.....	Marine City
Hipp, Henry G.....	Nashville, Tenn.
Klopsch, Emil G.....	Michigan City, Ind.
Lee, David Russell.....	Robinson
Mays, Vernon G.....	New Baltimore
Pierce, Dollie G.....	Fenton
Simmons, Edna M.....	Marshall
Welch, Mary D.....	Mishawakee, Ind.
Weyant, Fred N.....	Tigris
Williams, Arthur S.....	Lawton

Seniors.

Name.	Course.	Residence.
Boss, Harriet Elizabeth.....	G. Sc..	Caro
Brooks, Alton Matthew.....	Cl.....	Geneva, Pa
Burnett, Walter Everett.....	Sc.....	Tecumseh
Collins, Mabel Rebekah.....	L. Sc..	Albion
Conway, Wickliffe Melbourne..	L. Sc..	Albion
Corbin, Ernest.....	L. Sc..	Williams
Davis, Helen Alicia.....	Cl.....	Lansing
Dean, Susan E.....	L. Sc..	Parma
Dunning, Phena Maude.....	Cl.....	Albion
Dunster, Frank E.....	Cl.....	Bad Axe
Goss, Etta.....	L. Sc..	Otsego
Gulick, Claire Wilfred.....	Sc.....	Albion
Hanson, Willis E.....	L. Sc..	Jackson
Harrow, Herbert Stephen		
Lyons.....	Sc.....	Algonac
Horton, Robert Elmer.....	Sc.....	Albion
Hungerford, Hattie E.....	Cl.....	Albion
Marsh, Sarah Belle.....	L. Sc..	Morley
Ott, Anna Gertrude.....	Eng...	Albion
Pearce, Harvey Glenn.....	Eng...	Munith
Seaman, Dana Amariah.....	Sc.....	Albion
Shackley, Mabel.....	Cl.....	Hartford, Conn.
Silverthorn, Bertie Augustus		
Berkley.....	Cl.....	Greenville
Smith, Robert Campbell Par-		
sons.....	Eng...	Ontario, Cal.
Spencer, Dean Swift.....	L. Sc..	Spring Arbor
Suydam, Lee Abraham Wash-		
ington.....	Sc.....	Mattawan
Tullar, Edgar Collins.....	Cl.....	Waterbury, Conn.
Vincent, Maude Marian.....	Cl.....	Three Oaks
Woods, Josephine.....	L. Sc..	West Branch

Juniors.

Name.	Course.	Residence.
Allen, Alta Mae.....	Cl.....	Albion
Bacon, Charles Fred.....	L. Sc..	Albion
Banks, Walter Grant.....	Cl.....	Albion
Bradley, Franklin Folkerts...	L. Sc..	Grass Lake
Bruce, Bessie Wood.....	Cl.....	Albion
Campbell, Colin Percy.....	Eng....	Albion
Campbell, Margaret Anna....	L. Sc..	Cass City
Cannon, Claude George.....	L. Sc..	Vicksburg
Caster, Florence Estella.....	L. Sc..	Milford
DeCamp, Lester Otis.....	L. Sc..	Leslie
Dickie, Ada.....	Eng....	Albion
Folks, Ralph.....	Sc.....	Hanover
Hagadorn, Grace Rowe.....	Eng....	Lansing
Howe, Harry Lee.....	Sc.....	Albion
Janes, Frank C.....	L. Sc..	Albion
Jordan, Grace Darling.....	Sc.....	Albion
Joy, Alice Clarissa.....	L. Sc..	Springport
Kendrick, Winfield Scott....	Sc.....	Albion
Kurishima, Jussakee.....	L. Sc..	Tokio, Japan
Ludlow, Ruth Alberta.....	Cl.....	Albion
Maywood, Charles Gay.....	Eng....	Albion
McCormick, Jennie.....	L. Sc..	Marengo
McMaster, Lucie.....	L.....	Ludington
Meador, Robert Eugene.....	G. Sc..	Otsego
Miner, Frank Newton.....	Cl.....	Portland
Niles, Will A.....	Sc.....	Albion
Osborne, Frank I.....	Cl.....	Sheridan
Perrine, Fred Agens.....	L. Sc..	Albion
Pratt, Mary Belle.....	L. Sc..	Albion
Roudenbush, Frank.....	L. Sc..	Albion
Severance, Morris Ripley....	Sc.....	Albion
Simmons, John Ulysses.....	Cl.....	Roseburg

Steele, Edgar Alfred.....Sc.....Albion
 Steward, Olin Elmer.....L. Sc..Santa Anna, Cal.
 Thoms, Harry Westlake.....Eng....Three Rivers
 Tuttle, Francis Margaret.....Cl. ...Albion
 Weaver, Charles Sherman....L. Sc..Watrousville
 Whitney, Herbert Clarence...Cl.....Mayville

Sophmores.

Name.	Course.	Residence.
Agnew, May Davidson.....	L. Sc..	Chesaning
Austin, Mary Hartley.....	L. Sc..	Albion
Bartrem, Anna Jane.....	Cl.....	Albion
Boys, Charles Edward.....	Sc.....	Ottawa, Kan.
Callahan, Bert Charles.....	Eng....	Scott, Ind.
Cole, Bessie Isabella.....	L. Sc..	Albion
Cope, Herbert Leon.....	Cl.....	Grayling
Fall, Frank Andrews.....	Cl.....	Albion
Ford, Lenna Belle.....	Sc.....	Albion
Foy, John Wesley.....	Cl.....	Eden
Frost, Harriet Belle.....	Cl.....	Albion
Godfrey, Ina Arabella.....	Cl.....	Colon
Gosling, Alfred Tyler.....	Cl.....	Decatur
Hawks, Earl Bedford.....	Cl.....	Dowagiac
Hungerford, Perry.....	L. Sc..	Albion
Ives, Fannie.....	Eng....	Galesburg
Jacob, Henry Francis.....	Sc.....	Watrousville
Lyons, Elias Parke.....	Cl. ...	Pontiac
Malam, Hattie.....	Cl.....	Three Rivers
Martin, Will Cumback.....	L. Sc..	Plymouth, Ind.
Masada, Tatsugi.....	Sc.....	Tokio, Japan
Mays, Cora D.....	Eng....	Albion
McAndrews, Lewis Gordon...	G. Sc..	Albion
McKinley, Matie Beaton.....	Sc.....	Clare
McVittie, Agnes.....	L. Sc..	Detroit
Meech, Edwin R.....	Cl.....	Leslie

Moon, Faye Arnold.....	Cl.....	Albion
Moyer, Owen.....	L. Sc..	Buffalo, N. Y.
Mudge, Edyth Mabelle.....	L. Sc..	Chesaning
Narrin, John.	Sc.....	Ortonville
*Nichols, George Washington.....	Eng...	Galesburg
Nye, Fannie Almira.....	Sc.....	Galesburg
Palmer, Lulu Margaret.....	L. Sc..	Union City
Peck, Claude Francis.....	Cl.....	Shelby
Putnam, Harriet Pearl.....	Sc.....	Saginaw, W. S.
Raub, Katherine Elizabeth...	L. Sc..	Albion
Reeder, Mary Louise.....	Cl.....	Lake City
Rhodes, George Jay.....	G. Sc..	Albion
Robinson, Joseph Wright.....	Cl.....	Mason
Rowley, Mary Luther.....	Cl.....	Shelby
Smith, Florence Mae.....	L. Sc..	Albion
Striker, Rebekah.....	L. Sc..	Hastings
Temple, Alice Josephine.....	L. Sc..	Tecumseh
Weldy, Lottie Elnora.....	L. Sc..	Coldwater
Williams, Clarence.....	Cl.....	Flint

*Deceased.

Freshmen.

Name.	Course.	Residence.
Adams, Nellie Maude.....	Eng...	Bellevue
Anderson, Mabel.....	Cl.....	Hartford
Annis, Minnie Florence.....	Sc.....	Albion
Avann, George Hiram.....	Cl.....	Albion
Balگوoyen, Albert.....	G. Sc..	Grand Haven
Barber, Clyde Austin.....	Eng...	Stanton
Barry, James Eugene.....	Cl.....	Albion
Bartrem, Fannie.....	Cl.....	Albion
Baum, Lina Belle.....	Cl.....	Albion
Beal, Harold Mark.....	L. Sc..	Albion
Beazan, William Jay.....	Cl.....	Mason
Bibbins, Robert Amaziah.....	Sc.....	Hanover

Billinghamurst, Eva Jane.....Cl.....Albion
 Blakeslee, Ada Louise.....Cl.....Marshall
 Blodgett, Birdie C.....Sc.....Eaton Rapids
 Bready, Charles J.....Cl.....Ovid
 Bready, Russell Herbert.....Cl.....Grand Rapids
 Calkins, Ralph A.....Sc.....Montague
 Clancy, Mary Adelaide.....Sc.....Albion
 Clancy, Bennett Allison.....Cl.....Albion
 Cogshall, Fred Charles.....L. Sc..Grand Rapids
 Collins, Grace Hervey.....Cl.....Blissfield
 Cooper, Ethel Erma.....L. Sc..Grass Lake
 Corwin, Zoe Tolita.....L. Sc..Grass Lake
 Cottrell, Frank Marion.....Cl.....Jackson
 Crooks, Grace Almeda.....Eng...Charlotte
 Curtis, Fred.....Sc.....Litchfield
 DeViney, James Clyde.....G. Sc..Buchanan
 Dickey, Claude Rogers.....Eng...Albion
 Excelby, Elmer W.....Cl.....Deerfield
 Fassett, Harry Minard.....L. Sc..Spring Arbor
 Ford, Myrtle Helen.....Eng...Litchfield
 Gard, Minerva Agnes.....L. Sc..St. Joseph
 Gardner, Wright Austin.....L. Sc..Albion
 Gill, William Gibson.....L. Sc..Albion
 Grootweld, Gilbert G.....G. Sc..White Pigeon
 Gums, John Ferdinand.....Eng...Montague
 Haight, Frank J.....Sc.....Albion
 Hammond, Allen Odell.....Cl.....Flushing
 Handshy, Arden Barnes.....Sc.....Ionia
 Hanlon, Mabel Marion.....L. Sc..Middleville
 Hill, George Andrew.....Cl.....Almont
 Horton, George Irving.....Eng...Morrice
 Hunt, Lena Marie.....Cl.....Albion
 Jacobs, Leon.....L. Sc..Albion
 Joy, Mabel Augusta.....L. Sc..Springport
 Keinath, John George.....L. Sc..Deerfield

Kirby, Lewis Haight.....Sc.....Kalamazoo
 Large, Samuel William.....G. Sc..Bellaire
 Leidy, Anna E.....L. Sc..Colon
 Loud, Charles Sumner.....Cl.....Albion
 McLean, Norman Eugene....G. Sc..Flint
 Merry, Myra Belle.....Sc.....Benton Harbor
 Moon, Max Lee.....L. Sc..Albion
 Moon, Merle Burnette.....Sc.....Albion
 Murdock, Ella Fay.....Eng...Albion
 Nellis, Winnifred May.....Cl.....Mason
 Nufer, Julius Jerry.....L. Sc..Whitehall
 Osborne, Emma Rhoda.....Eng...Albion
 Page, Lotta.....Eng...Lansing
 Perry, Charles Milton.....Sc.....Coldwater
 Phelps, Emma Janette.....Eng...Ceresco
 Pitts, Dora Houston.....Eng...Colon
 Price, Arthur J.....Cl.....Detroit
 Rauch, Louis Cass.....L. Sc..Spring Arbor
 Reynolds, Hardie Levi.....Eng...Fennville
 Ripley, Montague Wolsey....L. Sc..Montague
 Robinson, Dora Edna.....Cl.....Benton Harbor
 Robinson, Margaret Bertha...Eng...Hanover
 Robinson, Sadie M.....L. Sc..Deerfield
 Rohrer, William Arthur.....Sc.....Whitehall
 Rood, May.....L. Sc..Chippewa
 Saxton, Lois E.....L. Sc..Litchfield
 Shaw, Grace Irene.....Cl.....Reed City
 Snowden, Lily Gertrude.....L. Sc..Marshall
 Sparling, Fannie Louise.....Sc.....Marlette
 Stewart, Mary Catherine....Cl.....Albion
 Strickland, Gertrude.....L. Sc..Homer
 Thomas, Frank C.....Sc.....Cedar Springs
 Tucker, Jessie Mary.....Eng...Albion
 Tuthill, Mary Ellen.....L. Sc..Centerville

Tuttle, William Joseph.....	Sc.....	Wayne
Widrig, Herbert Oliver.....	Eng....	Mt. Clemens
Wilson, George William.....	Sc.....	Marshall
Wright, Isabelle Louise Al- berta.....	Sc.....	Greenville
Yokom, Merle Carlyle.....	Cl.....	Manchester
Young, Dean Charter.....	Sc.....	Albion

SUB-COLLEGIATE STUDENTS.

Name.	Residence.
Aldrich, Thomas Boulger.....	Pickford
Augst, Jennie H.....	Lake Odessa
Balgooyen, Anna.....	Grand Haven
Bartrem, John Henry.....	Owosso
Bender, Fred Peter.....	Wilders
Bliss, Mabel.....	Albion
Boonstra, Dirk Frank.....	Zeeland
Brayton, Fannie Laura.....	Hubbardston
Byington, Harvey Marr.....	Hickory Corners
Calvert, Frank John.....	Albion
Clark, William Ephram Burdick.....	Richmond
Carman, Nellie.....	Albion
Clemo, Ernest Walter.....	Ishpeming
Cooley, Herbert Carroll.....	Hudson
Coppens, Fermor Tyler.....	Freeport
Dickinson, Jennie Elizabeth.....	White Pigeon
Dixon, Zoa.....	Albion
Doelle, John.....	Yale
Drake, Wilkie Mortimer.....	Armada
Eaton, Carrie Louise.....	Clare
Eddy, Mabel Lois.....	Fulton
Ervay, Ernest Calvin.....	Marshall

Ferguson, Hattie B.....	Long Rapids
Foy, Ethel Annie Louise.....	Eden
French, Albert N.....	Otsego
Fuller, Fred Eugene.....	Springport
Galusha, Sylvester.....	Olivet
Gill, James Robert.....	Pauri, India
Gould, Simon Raymond.....	Ridgeway
Grocock, Robert.....	Menominee
Hamblen, Neil.....	Detroit
Hamilton, Mina C.....	East Tawas
Haynes, James Martin.....	Imlay City
Heck, Flossie.....	Burnips Corners
Holmes, Harry Lee.....	Albion
Howland, James E.....	Douglas
Hughes, Edmond Emery.....	Albion
Irwin, William Henry.....	Albion
Johnson, Hubert Hatch.....	Detroit
Johnston, Fred Bruce.....	Detroit
Knoblock, Alvin Frederick.....	Detroit
Lang, Charles Fred.....	Dowagiac
Lowry, Ruth.....	Albion
Marshall, James Earle.....	Wayland
Manchester, Charles.....	Albion
Maynard, Matie Elizabeth.....	Marshall
McClintock, Arthur Elias.....	Saginaw, E. S
McGee, Clinton.....	Farmington
Miller, Arthur Russell.....	Jackson
Miller, Leo C.....	Battle Creek
Miller, Marion.....	Albion
Moerschel, Andrew.....	Peters
Moore, Sadie L.....	Albion
Morgan, Inez M.....	Battle Creek
Moulton, Mary Myrtle.....	LeRoy

Nauman, Arthur Leroy.....	West Branch
Parker, Dayton L.....	Monroe
Parker, Frank Lindley.....	Clinton
Pattison, Marvin Leree.....	Ridgeway
Peck, Cecil Clay.....	Albion
Penzotte, Cecelia.....	Peru, S. A
Phelps, Lulu Anetta.....	Ceresco
Pierson, Fred Brown.....	Springport
Prine, Walter Samuel.....	Tompkins
Quant, Henry Rich Edward.....	Partello
Reid, Frank T.....	Wilderville
Roberts, William.....	Ishpeming
Roy, Nellie Lucile.....	Moscow
Shand, George Josiah.....	Plainwell
Sheldon, William Edgar.....	Albion
Shipp, William Samuel.....	Marshall
Smith, William Marshall.....	Gregory
Spraw, Floy.....	Burnips Corner
Strehl, Andrew Mentor.....	Owosso
Swain, Mary C.....	Buchanan
Tefft, Lewis M.....	Albion
Temple, Thomas Hy.....	Albion
Trewhella, James S.....	Port Huron
VanAlstine, Rufus Waldron.....	Bay City
Varney, Elsie.....	Albion
Walker, Quinton.....	Albion
Webster, Catherine.....	Marengo
Welden, George W.....	Mosherville
Wells, Walter W.....	Oak Grove
Wheaton, Horace George.....	Albion
Williams, Maude.....	Albion
Wilson, Leanna Mae.....	Marshall
Wright, John Milton.....	Muskegon
Yinger, George D.....	Pulaski
Youngson, Will Clyde.....	Meadville, Pa
Zimmerman, Merrill.....	Eckford

CONSERVATORY OF MUSIC.

Post Graduates.

Name.	Residence.
Columbus, Wm. Seager.....	L'Anse
Emmons, Bertha.....	Albion
Gale, Mrs. Elliott C.....	Albion
Gale, Winifreda.....	Albion
McMaster, Lucie.....	Ludington
Stoepel, Mrs. Jessie V. C.....	Albion

Graduating Class.

Piano.

Allen, Alta Mae.....	Albion
Carr, Maude S.....	Tekonsha
Hallenbeck, Maud.....	Charlevoix
Loud, Genevieve.....	Albion
Martin, Meda Madonna.....	Richland
Tefft, Bessie Alberta.....	Albion
Woodworth, Ora Verona.....	Albion

Vocal.

Cole, Margaret L.....	Albion
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Piano.

Balگوoyen, Annie.....	Grand Haven
Barber, Mrs. C. L.....	Albion
Barry, Mary.....	Albion
Bell, Marion Amy.....	Concord
BeVan, Margaret.....	Mendon, O
Bowles, Evangeline Majel.....	Albion
Brandon, Kell J.....	Albion
Brayton, Fanny L.....	Hubbardston
Bunker, Lavina.....	Grass Lake
Butler, Mabel.....	North Branch

Butler, Mrs. Lena.....	Pulaski
Carr, Jennie Belle.....	Albion
Dickinson, Jennie E.....	White Pigeon
Disbrow, Grace.....	Addison
Eddie, Mabel.....	Fulton
Findley, Alice.....	Concord
Gilbert, Merritt Coleman.....	Albion
Greely, Gertrude.....	Albion
Hamblin, Edith Belle.....	Pulaski
Holmes, Leo.....	Albion
Hurst, Mrs. Harriett.....	Shepard
Jacobs, Edith Arline.....	Albion
Jacobs, Stella Vivian.....	Albion
Kinsman, Mae.....	Calumet
Knight, Retta Eliza.....	Reading
Lohr, Nora.....	Albion
Mayer, Louise.....	Albion
McClellan, Dorothy Blanch.....	Macomb, Ill
Miller, Maud Ethel.....	Battle Creek
Mosher, Margaret Divine.....	Albion
Plowman, Grace.....	Albion
Pratt, Eva Lucy.....	Albion
Purdy, Thirza Nellie.....	Fowlerville
Putnam, Harriet.....	Saginaw
Rogers, Effie Mae.....	Albion
Schenck, Lillian Belle.....	Cass City
Shafer, Amy.....	Los Angeles, Cal
Smith, Josephine Copp.....	Girard
Soule, Martha Isabel.....	Albion
Sparling, Fannie.....	Marlette
Swaine, Marie.....	Buchanan
Taylor, Mrs. Allen.....	Albion
Thompson, Georgie.....	Albion
Varney, Elsie W.....	Albion

Walter, Mirtie Evalyn.....	Lake Odessa
Willis, Orpha.....	Onondago
Wilson, Mae.....	Marshall
Wright, Isabel Louisa.....	Greenville

Harmony.

Armstrong, Martha Brockway.....	Albion
Barber, Mrs. C. L.....	Albion
BeVan, Margaret.....	Mendon, Ohio
Bell, Marian Amy.....	Concord
Bistline, Norman J.....	Shelby, O
Bowles, Evangeline Majel.....	Albion
Butler, Mabel.....	North Branch
Butler, Mrs. Lena.....	Pulaski
Bunker, Lavina.....	Grass Lake
Carr, Maud S.....	Tekonsha
Cole, Margaret L.....	Albion
Deacon, Rose.....	Pontiac
Disbrow, Grace.....	Addison
Farley, Adah May.....	Albion
Hallenbeck, Maud.....	Charlevoix
Hamblin, Edith.....	Pulaski
Hurst, Mrs. Harriet.....	Shepard
Jacobs, Edith Arlene.....	Albion
Kinsman, Mae.....	Calumet
Knight, Retta.....	Reading
Lohr, Nora.....	Albion
Loud, Genevieve.....	Albion
McClellan, Dorothy Blanch.....	Macomb, Ill
Martin, Meda Madonna.....	Richland
Mayer, Louise Kathrin.....	Albion
Plowman, Grace.....	Albion
Pratt, Eva Lucy.....	Albion
Purdy, Thirza Nellie.....	Fowlerville

Schenck, Lillian Belle.....	Cass City
Smith, Josephine Copp.....	Girard
Soul, Martha Isabel.....	Albion
Tefft, Bessie Alberta.....	Albion
Walters, Mertie Evalyn.....	Lake Odessa
Willis, Orpha.....	Onondaga
Woodworth, Ora Verona.....	Albion
Wright, Isabel.....	Greenville

Voice.

Armstrong, Martha Brockway.....	Albion
Barber, Mrs. C. L.	Albion
Baum, Lina Belle.....	Albion
Baum, Nellie Irene.....	Albion
BeVan, Margaret.....	Mendon, O
Blodgett. Birdie.....	Eaton Rapids
Callahan, Alice.....	Parma
Cole, Margaret.....	Albion
Coppens, Fernor Tyler.....	Freeport.
Coykendall, Meda.....	Albion
Drake, Mrs.....	Shepard
Gale, Margherite.....	Albion
Gale, Winifreda.....	Albion
Gibson, Olive.....	Homer
Glover, Elizabeth Emma.....	Albion
Hallenbeck, Maud.....	Charlevoix
Ide, Fannie.....	Saginaw
Jacobs, Stella Vivian.....	Albion
Knight, Rita Eliza.....	Reading
Leidy, Anna E.....	Colon
Lyons, Elias Parke	Albion
Maywood, Charles Gay.....	Albion
McClintock, Franke.....	Albion
McVittie, Agnes.....	Detroit

Moon, Merle Burnette.....	Albion .
Perkins, Elizabeth.....	Albion
Pratt, Georgie A.....	Albion
Sparling, Fannie Louise.....	Marlette
Stoddard, William.....	Litchfield
Walter, Mertie Evalyn.....	Lake Odessa
Williams, Glenn A.....	Girard
Worboys, Dr. Charles H.....	Albion
Wright, Isabella Louise Alberta.....	Greenville

Violin.

Barry, Edith.....	Albion
Bistline, Norman.....	Shelby, O.
Deacon, Rose.....	Pontiac
Dickie, Mamie.....	Albion
Smith, Josephine Copp.....	Girard
Smith, Loraine Clara.....	Albion
Stoepel, Warren.....	Albion

Mandolin.

Baum, Lina Belle.....	Albion
Burden, Leora.....	Albion
Ford, Myrtle Helen.....	Litchfield
Harvey, George.....	Albion
Phelps, Emma Janet.....	Ceresco
Woodworth, Ora Verona.....	Albion

Guitar.

Baum, Nellie Irene.....	Albion
Clay, Irene.....	Albion
Hawks, Earl Bedford.....	Dowagiac
Hurst, Harriett.....	Shepard
Palmer, Lula.....	Union City
Phelps, Emma.....	Ceresco
Striker, Rebeckah.....	Hastings

Banjo.

Bolton, Fred.....	Albion
Ferguson, Bruce.....	Dryden
Griswold, Edmond A.....	Battle Creek
Kersten, Dena O. C.....	Jackson
Knickerbocker, Will B.....	Albion
Williams, Clarence.....	Flint
Suydam, Lee A.....	Mattawan

Painting.

Adams, Nellie Maud.....	Bellevue
Bartrem, Anna Jane.....	Albion
Bliss, Mabel M.....	Deerfield
Bruce, Bessie Wood.....	Albion
Buswell Sarah T.....	Albion
Butler, Mabel.....	North Branch
Campbell, Margaret.....	Cass City
Clay, Irene.....	Albion
Dickie, Ada.....	Albion
Fast, Zulu Eloise.....	Mendon
Fletcher, Harriet Beatrice.....	Chelsea
Heck, Flossie Beatrice.....	Burnips Corners
Kirk, Mrs. Newton T.....	Albion
Niles, Martha Ellen.....	Albion
Raub, Katherine.....	Albion
Robinson, Bertha Margaret.....	Hanover, Ill.
Spooner, Bertha.....	Albion
Schenck, Lillian Belle.....	Cass City
Striker, Rebeckah.....	Hastings

Decorative Painting.

Adams, Nellie Maud.....	Bellevue
Ackerman, Emma.....	Albion
Clark, N. Irene.....	Albion

Fox, Mabel R.....	Albion
Faxon, Emma.....	Springport
Fast, Zulu Eloise.....	Mendon
Gale, Winnifreda.....	Albion
Gulick, Lillian Mell.....	Albion
Hoaglin, Mrs. Fred F.....	Albion
Lester, Gladys.....	Marine City
Parker, Theo. Gardner.....	Albion
Parmeter, Sarah E.....	Albion
Sales, Eda R.....	Evart
Smead, Mrs. A. C.....	Jackson
Woodworth, Ella Day.....	Albion
Wood, Mrs. O. B.....	Albion

COMMERCIAL DEPARTMENT.

Albertson, Earle David.....	Athens
Bartholomew, Forrest.....	Charlevoix..
Bilsborrow, Charles Bert.....	Albion
Blackmar, William S.....	Napoleon
Burlingame, Homer C	Crooked Creek, Ind.
Byington, H. Marr.....	Hickory Corners
Clark, Ernest B.....	Sand Beach
Church, George McCormick.....	Albion
Clark, Leon Ed.....	Clinton
Chapman, Ernest Lorenzo.....	Fowlerville
Cooper, Oscar Hugh.....	Albion
Davis, Harry McCrum.....	Boise City, Idaho
Elms, Curran L.....	Albion
Ferguson, Henry Bruce.....	Dryden
Finch, Edmond Roy.....	Albion
Gardner, Roy D.....	Homer

Gardner, Elton.....	Albion
Ide, Fannie.....	Saginaw
Jacobs, Carl Lee.....	Albion
Large, Ernest P.....	Belaire
McArdle, Mary Louise.....	Republic, Ohio
McCormick, Erwin D.....	Albion
Miller, Marion.....	Albion
Orr, Addison Clare.....	North Branch
Orr, Octie Lloyd.....	North Branch
Palmer, Archie Eddy.....	Leoni
Penzotti, Cecilia S.....	Guatemala, C. A.
Phelps, Lulu Annetta.....	Ceresco
Price, Charles Monroe.....	Albion
Peck, Cecil Clay.....	Albion
Prosser, Loa Gertrude.....	Brighton
Pullar, Laura M.....	Sault Ste Marie
Reed, Marc Crane.....	Albion
Roether, Henry E.....	Albion
Roy, Anna M.....	Concord
Roy, Nellie S.....	Moscow
Rozek, Pauline Catherine.....	Berlin, Germany
Stoddard, William.....	Litchfield
Tisdell, Homer A.....	White Pigeon
Williams, Glenn A.....	Girard
Young, Albert E.....	Albion
Youngson, William C.....	Meadeville, Pa.

Shorthand.

Albertson, Earle D.....	Athens
Allen, Stella.....	Albion
Auchard, Rita.....	Helena, Mont.
Burlingame, Homer D.....	Fremont, Ind.
Clark, Leon E.....	Clinton
Dunster, Frank E.....	Bad Axe

Gardner, Roy D.....	Homer
Heath, Orrie M.....	Palo
Ide, Fannie.....	Saginaw
Martin, Will C.....	Plymouth, Ind.
McCormick, Erwin D.....	Albion
Orr, A. Clare.....	North Branch
Orr, Octie L.....	North Branch
Prosser, Loa Gertrude.....	Brighton
Pullar, Laura M.....	Sault Ste. Marie
Reed, Marc C.....	Albion
Rozek, Pauline Catherine.....	Berlin, Germany
Shipp, Frank J.....	Marshall

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